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ABSTRACT

In order to assess the effect of community college programs in British Columbia aimed at training workers in urban recreation services, and to determine the need for expansion of such training programs, a comprehensive 5-month study was conducted in 1975-76. The study and research methods included: (1) the compilation and analysis of historical data relative to the current employment preparation programs, and other preparation opportunities; (2) the design, distribution, return and analysis of a questionnaire for graduates of the five existing community college training programs; (3) the design, distribution, return and analysis of a questionnaire for a sample of recreation employers; (4) the conducting of nine regional meetings throughout British Columbia, through the Leisure Services Branch Consultants, for public discussion with a study team member; (5) correspondence with a broad representative number of community recreation agencies and provincial recreation organizations indicating the scope of the study project, and inviting the submission of briefs. This document reports the outcome of these five study components, and makes a number of recommendations in three areas: (1) for government initiation; (2) for education initiation; (3) for the leisure and recreation field's initiation. Detailed findings of individual studies are included. (Author/NHM)

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LEISURE EDUCATION AND EMPLOYMENT IN B.C.

AN ANALYSIS OF SELECTED RELATIONSHIPS AND NEEDS

JZ 760 288

PREPARED FOR DR. E.F. BROOM
ASSOCIATE DEPUTY MINISTER
LEISURE SERVICES BRANCH
VICTORIA B.C. MARCH 1976

LEISURE EDUCATION AND EMPLOYMENT

IN BRITISH COLUMBIA

An Analysis of

Selected Relationships And Needs

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March 13, 1976

Dr. Eric F. Broom
Associate Deputy Minister
Leisure Services Branch
Department of the Provincial Secretary
Victoria, B.C.

Dear Dr. Broom:

The study team is pleased to submit the following report to you. It is our belief that a significant, preliminary step towards sound research into the recreation employment and education opportunities has herein been initiated. Further, within the constraints of the time available and the nature of the study itself, it is felt that the findings more clearly illuminate these aspects of the recreation picture in B.C. The recommendations based on these findings should better facilitate a more effective level of involvement between the provincial government, recreation organizations and agencies and educational institutions in the continuing development of recreation employment preparation opportunities.

The study team is prepared to meet with you and/or the appropriate government officials directly concerned with this report and its recommendations.

....2

ACKNOWLEDGEMENTS

Several problems were encountered in completing this report. As difficult as it was to conclude this research project, it would have been impossible to realize this task over a short, five-month period without the involvement and support of several individuals and offices. Sincere appreciation is therefore extended to the following for their cooperation and assistance:

The Honourable Mrs. Grace McCarthy, Provincial Secretary, Province of British Columbia, for enabling the completion of this project,

Dr. Eric F. Broom, Associate Deputy Minister, Leisure Services, Department of the Provincial Secretary, Province of British Columbia, for identifying such research needs in his Leisure Services in British Columbia Report, and for implementing this initial, provincial research project,

The representatives to this study team from the Department of Recreation and Travel Industry and the Department of Education who brought an inter-departmental perspective to this project,

The regional offices and consultants of the Leisure Services Branch, in particular the Vancouver office, for their valuable assistance in establishing communications with the recreation field and for the support systems made available for the duplication and distribution of information and questionnaires,

The many respondents to the questionnaires, the regional meetings, and the request for submission of briefs,

Each individual committee member who, through a sense of professional commitment and through a sincere concern for the integrated improvement of education and employment opportunities associated with Recreation Services in B.C., gave unstintingly of their time and expertise, and

The interest in the study findings expressed by many individuals and sectors of provincial recreation.

Norman F.E. Olenick
Project Chairman

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CHAPTER I

INTRODUCTION

Purpose of the Study

The past ten years have particularly evidenced rapid developments in Urban Recreation Services and in preparation programmes for recreation personnel to enter these growing delivery systems. Changes in the B.C. recreation employment scene and in preparation opportunities for employment entry, for in-service professional development and for post-graduate studies have increased on a somewhat curvilinear scale. These developments have occurred in the absence of basic, comprehensive data regarding provincial recreation and without sound provincial policies, based on research of this employment field, to coordinate and guide both the development of post-secondary preparation programmes and other related education and training opportunities that bear upon career entry or career up-grading. This pattern, however, is not uncommon to the early "evolutionary" stages of some career fields--particularly many of the Community Services category.

At this point in time, this uncoordinated growth pattern has reached a threshold. The field of Recreation Services now requires more effective integration of real employment needs with education and training opportunities related to such employment preparation. The next ten years must be characterized by sound research into the many aspects of provincial recreation services and by the development of mechanisms that can better evaluate needs and implement coordinated changes in recreation employment preparation opportunities. As a beginning to such research, to the gathering of necessary data, to

the development of change mechanisms, and to provide avenues for increased involvement and accountability, this study was initiated in September of 1975.

Specifically, the primary functions of this committee, within the limitations of a five-month research period and the study constraints themselves, were to

1. conduct a comprehensive analysis of current post-secondary programmes involved in the training of recreation personnel, identifying

a) the numbers and nature of educational institutions so involved

b) the provincial mechanisms employed for such programme developments

c) some specific programme characteristics, and

d) some identified needs of these educational institutions associated with the delivery of such preparation programmes,

2. conduct a historical analysis of students in, and graduates from these programmes, identifying

a) some characteristics of such students and graduates, including

i) their nature and numbers

ii) some of their existent and missing competencies relative to the employment market

iii) some of their post-graduate employment and other patterns of involvement

b) some graduate assessments and recommendations regarding their preparation programme in relation to post-graduate employment patterns,

3. conduct a survey of a sample of Recreation Employment Agencies and Organizations identifying some of the Recreation field's "Felt Needs" concerning

a) some existent and missing competencies of graduates relative to the employment situations

b) some specific preparation programme changes relative to the employment situation

c) some developing employment situations for which no formal preparation programmes currently exist in B.C., and

4. develop short-term and long-term recommendations to effectively guide the continuing development of post-secondary preparation programmes for the training of recreation personnel in British Columbia.

Limitations

The study team encountered several major constraints to the completion of this project and which affect the interpretation of its findings and recommendations.

A. The time period of five months for completion of the project necessitated:

i) the selection of study team members from the greater Vancouver area to facilitate communications, meetings, assignment and coordination of tasks and report completion,

ii) a limited number of regional meetings being publicized and conducted,

iii) limited correspondence with individuals and organizations regarding the project,

iv) a limited number of post-secondary educational institutions, discrete programmes of study, and other employment preparation opportunities being included,

v) the assignment of specific study tasks to individual committee members for completion,

vi) limits to the amount and nature of data that could be gathered,

vii) limits to the depth of research in project areas, and

viii) a focus on specific components of the broad areas of urban recreation employment needs and education and training opportunities related to such employment.

B. The National Postal Strike during the first two months of the study project necessitated:

i) extensive personal contact with graduates and employers,

ii) limits to correspondence with those individuals, agencies and organizations situated outside of the lower mainland,

iii) limits to returns of graduate and employer questionnaires, and

iv) greater time spent by individual study team members on the mechanics of communications, with reduced time being available for further data gathering.

C. The unavailability of suitable sampling frames and insufficient time to develop such a frame prohibited the incorporation of a sophisticated sampling procedure for recreation employers. The most viable and plausible alternative was to approximate a composite universe of employers representing all aspects of recreation employment in the province.

As a result, the findings of that section of the study cannot authoritatively be interpreted as being representative of all systems in British Columbia. However, the investigator is confident the findings do have a great deal of credence, particularly in relationship to municipal recreation throughout the province.

Study Approach

The study project received approval from Dr. Eric F. Broom, Associate Deputy Minister of the Leisure Services Branch, in September of 1975. At that time invitations to participate on the study team were extended by Dr. Broom to

Mr. N.F.E. Olenick	Mr. B. Pendleton
Dr. D.J. Arnold	Mr. B.P. White
Dr. L.H. Olson	Mr. A.L. Holland

Representation from the Department of Recreation and Travel Industry and the Department of Education was also requested, with Dr. Colin K. Campbell joining the team for the former and Mr. Dean S. Goard for the latter.

Review, discussion and clarification of the terms of reference for the project, in view of the limitations, identified a study focus from the broad areas of recreation employment and preparation opportunities related to such employed in British Columbia. The primary focus was to conduct a comprehensive analysis of, and develop recommendations on current, discrete, post-secondary employment preparation programmes related to urban recreation services (i.e., the University of British Columbia's Bachelor of Recreation Education Degree Program[1], Vancouver Community College's Community Recreation Leadership Diploma Program[2], Cariboo College's Leisure and Recreation Studies Diploma Program[3], Capilano College's Outdoor Recreation Management Program - Associate in Arts and Science Diploma[4], and Malaspina College's Studies in Leisure Services Diploma Program[5]).

To the extent that time and resources would permit, the study team was to attempt a secondary focus of identifying and including other

developing, related employment preparation or employment up-grading opportunities in its analysis and recommendations.

The study and research methods developed included

1. the compilation and analysis of historical data relative to the current employment preparation programmes, and other preparation opportunities,

2. the design, distribution, return and analysis of a questionnaire for graduates of the preceding five programmes since 1970*,

3. the design, distribution, return and analysis of a questionnaire for a sample of recreation employers,

4. the establishment of nine regional meetings throughout British Columbia, through the Leisure Services Branch Consultants, for public discussion with a study team member,

5. correspondence with a broad representative number of community recreation agencies and provincial recreation organizations indicating the scope of the study project and inviting the submission of briefs.

Methods 1. through 3. were assigned to individuals of the study team for development, implementation and completion. Five members of the study team were each assigned Leisure Services Branch provincial regions and, through these regional consultants, each member held an open hearing on the study project. The results of these meetings were summarized for the entire study team's consideration.

An information letter outlining the project's primary functions, the study approaches, and inviting the submission of briefs was personally delivered to the offices of various provincial recreation organizations.

* Cariboo College was unable to participate in this study section

Copies were also made available to interested individuals and organizations through the Leisure Services Branch Consultants.

Regular progress meetings were held for the study team. The findings, conclusions and recommendations from each of the five study methods were reviewed and consolidated. A summary of findings is provided in Chapter III, and the full findings, conclusions and recommendation of each of the three separate studies are included in Chapter IV. It was agreed that this report would identify the major, consolidated recommendation, with action proposals where appropriate, in Chapter II. Further explanation, substantiation and specific study area recommendations would then follow.

CHAPTER II

RECOMMENDATIONS

While some of the current post-secondary programmes for recreation career preparation do need additional resources in order to more effectively deliver educational services, and while many aspects of recreation employment need much greater clarification and definition in relation to education, the most urgent and most pronounced imperative is that of coordinating what exists in recreation education with recreation employment.

It must be emphasized, however, that, along with such coordination, all new programmes of recreation career related education must be provided with the full, necessary resources for their effective delivery of educational services.

The common theme for all of the following major recommendations is cooperation. The separate agents of government, of education, and of the career field which are involved with the design, the delivery and the product of career preparation opportunities must be of greater mutual assistance to each other. In concert, these agents must develop both the vehicles and the avenues to effect this cooperation--and, thus, realize the coordination of recreation employment and recreation education. No progressive change in the present scene can be achieved otherwise!

DISTRIBUTION OF THE STUDY

1. THAT THIS REPORT BE DISTRIBUTED, AT THE EARLIEST POSSIBLE TIME, SPECIFICALLY TO:

THE MINISTER AND DEPUTY MINISTER OF THE DEPARTMENT OF THE PROVINCIAL SECRETARY AND TO THE LEISURE SERVICES BRANCH,

THE MINISTER AND DEPUTY MINISTER OF THE DEPARTMENT OF EDUCATION, THE POST-SECONDARY DIVISION'S CAREER PROGRAMMES ADVISORY COMMITTEE, THE UNIVERSITIES COMMITTEE AND THE UNIVERSITIES-COLLEGES ARTICULATION COMMITTEE, AND TO THE CURRICULUM DEVELOPMENT BRANCH FOR SECONDARY INSTRUCTION AND THE COMMUNITY RECREATION 12 AND SECONDARY PHYSICAL EDUCATION CURRICULUM REVISION COMMITTEES,

THE MINISTER AND DEPUTY MINISTER OF THE DEPARTMENT OF RECREATION AND TRAVEL INDUSTRY, THE PARKS BRANCH, THE RESEARCH SECTION AND THE COMMUNITY RECREATION FACILITIES FUND ADVISORY COMMITTEE,

THE PRESIDENTS AND PRINCIPALS OF ALL POST-SECONDARY EDUCATIONAL INSTITUTIONS IN BRITISH COLUMBIA AND THE ADMINISTRATORS OF CURRENT AND PROPOSED LEISURE AND RECREATION EDUCATION PROGRAMMES,

THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA,

THE BRITISH COLUMBIA RECREATION ASSOCIATION,

THE BRITISH COLUMBIA RECREATION FACILITIES ASSOCIATION,

THE RECREATION AND PARKS EDUCATORS' COMMITTEE,

THE RECREATION STUDENTS' ASSOCIATION OF BRITISH COLUMBIA,

THE PHYSICAL EDUCATION SOCIETY OF BRITISH COLUMBIA,

THE BRITISH COLUMBIA PHYSICAL EDUCATION TEACHERS' ASSOCIATION, and

THE BRITISH COLUMBIA SPORTS FEDERATION

2. THAT THIS REPORT, IN COMPLETE OR ABSTRACT FORM, BE DISTRIBUTED AT THE ANNUAL PROVINCIAL RECREATION CONFERENCE DURING APRIL 27 TO MAY 1, 1976, IN VICTORIA, BRITISH COLUMBIA

Rationale

Considerable interest in the findings and recommendations of this study has been evidenced by many sectors of provincial recreation. Some educational decisions are awaiting further direction. Cooperative leadership requires a common information base, from which collective effort can develop.

FOR GOVERNMENT INITIATION

PROVINCIAL LEISURE EDUCATION BOARD

3. THAT A GOVERNING BODY ESTABLISHED THROUGH LEGISLATION, COMPOSED OF SELECTED URBAN AND RESOURCE BASED RECREATION EMPLOYERS, EDUCATORS, AND REPRESENTATIVES OF GOVERNMENT AND PROVINCIAL RECREATION ORGANIZATIONS, BE CHARGED WITH THE DEVELOPMENT AND IMPLEMENTATION OF A COMPREHENSIVE, PHASED PLAN FOR FORMAL AND INFORMAL PROFESSIONAL PREPARATION SYSTEMS FOR RECREATION.

Rationale

There is a pronounced need for provincial leadership in research, coordination and accountability of recreation education-employment developments. This leadership requirement cannot be placed solely on the government's doorstep, nor solely on education's doorstep. The provincial recreation organizations themselves (as representatives of this career field) cannot fully assume such leadership functions at this time. The determination and design of ways and means for government, education, and the voluntary organizations to jointly effect such leadership could be realized immediately. To assist the career field in its professional growth, progressive stages, within a phased plan, could be designed which enable the provincial recreation organizations to more fully and more autonomously assume many of the necessary leadership functions a few years hence.

The magnitude of current problems and needs requires the government to enable joint cooperation and provincial coordination. The longer term alleviation of these problems will require a much greater degree of involvement and responsibility by the recreation organizations. A phased shifting of many of the leadership responsibilities from government, initially, to the career field a few years hence, is considered essential to this recommendation.

LEISURE RESEARCH INSTITUTE

4. THAT THE PROVINCIAL GOVERNMENT IMMEDIATELY ESTABLISH AND FUND A BRITISH COLUMBIA INSTITUTE FOR RESEARCH IN RECREATION AND LEISURE AT THE UNIVERSITY OF BRITISH COLUMBIA, AND THAT RESEARCH CAPABILITIES BE IMMEDIATELY DIRECTED TO THE FINDINGS OF THIS STUDY AND TO THE NEEDS OF THE LEISURE EDUCATION BOARD, AND THAT A RECREATION AND LEISURE RESEARCH PERIODICAL BE DEVELOPED (SUCH AS RECREATION REVIEW IN ONTARIO) TO COMMUNICATE RESEARCH INFORMATION, AND THAT THE INSTITUTE AND THE BOARD ESTABLISH WAYS AND MEANS TO UTILIZE NATIONAL RESEARCH.

Rationale

A dearth of research in recreation and leisure is apparent in British Columbia. Studies, to date, tend to be piecemeal and to be housed in various quarters throughout the province. Through such a vehicle, therefore, continuous research may be fostered that would give direction for the solution of problems and for meeting needs associated with recreation and leisure. Sound planning for provincial recreation and leisure services could also become a reality. Further, both existing and potential education programmes could receive direction and coordination from such an institute. The development and implementation of post graduate studies with a concentration in research would be greatly assisted.

RESEARCH SAMPLING FRAMES

5. THAT AN INVENTORY OF TAX SUPPORTED AND NON-TAX SUPPORTED PERSONNEL AND RESOURCES BE CONDUCTED AND COMPLETED IN THE IMMEDIATE FUTURE BY THE LEISURE EDUCATION BOARD, AND THEN UPDATED ON A REGULAR BASIS TO ENSURE THE AVAILABILITY OF ADEQUATE SAMPLING FRAMES FOR RESEARCH PROJECTS.

Rationale

No such sampling base exists for British Columbia. Following research must have a complete and correct sampling frame to draw upon.

EMPLOYMENT DEMAND PROJECTIONS

6. THAT THE LEISURE EDUCATION BOARD MONITOR LEISURE SERVICES EMPLOYMENT TRENDS ANNUALLY AND DEVELOP MECHANISMS TO ASCERTAIN DEMAND PROJECTIONS AND TO EFFECT PROGRAMME DEVELOPMENTS TO MEET SUCH DEMANDS.

Rationale

Future employment directed preparation programmes must be substantiated by firm data rather than felt needs. Such employment projections must include the broad field of leisure services, and not focus solely upon urban based community recreation services.

POST SECONDARY EDUCATION COMMITTEES

7. THAT THE CURRENT COMMITTEES OF THE CAREER PROGRAMMES ADVISORY COMMITTEE, THE UNIVERSITIES-COLLEGES ARTICULATION COMMITTEE AND THE UNIVERSITIES COMMITTEE REFER THOSE ASPECTS OF THEIR TERMS OF REFERENCE AND FUNCTIONS THAT SPECIFICALLY INVOLVE POST-SECONDARY LEISURE AND RECREATION EDUCATION PROGRAMMES TO THE LEISURE EDUCATION BOARD FOR STUDY AND ACTION.

Rationale

Current fiscal and manpower limitations facing these committees necessitates considerable assistance in the information gathering and decision making processes associated with leisure and recreation education development.

GOVERNMENT INCENTIVE PROGRAMMES RELATING TO RECREATION FUNCTIONS AND SERVICES

8. THAT THE BRITISH COLUMBIA RECREATION ASSOCIATION, IN COOPERATION WITH THE LEISURE SERVICES BRANCH, ACT IN AN ADVISORY CAPACITY TO DETERMINE PERSONNEL STANDARDS AND COMPETENCIES RELATIVE TO RECREATION FUNCTIONS TO BE PERFORMED THROUGH GOVERNMENTAL INCENTIVE PROGRAMMES.

9. THAT INTER-SESSION OR POST-SESSION, GOVERNMENT DEVELOPED, FUNDED AND SPONSORED LEISURE AND RECREATION EMPLOYMENT PROJECTS FOR STUDENTS (WIG, SWIM, ETC.) BE MUCH MORE SPECIFICALLY ALIGNED TO LEISURE AND RECREATION EDUCATION PROGRAMMES AND TO THE DEVELOPED COMPETENCIES OF STUDENTS IN THESE PROGRAMMES, AND

10. THAT SUCH EDUCATION RELATED EMPLOYMENT OPPORTUNITIES BE MORE CLEARLY SPECIFIED AS ADJUNCTS TO INSTITUTIONAL LEARNING TO BETTER ASSESS STUDENT PROGRESS IN COMPETENCY AREAS AND TO BETTER INDICATE AREAS FOR FURTHER SPECIFIC LEARNING, AND

11. THAT COORDINATION, SELECTION, PLACEMENT AND EVALUATION MECHANISMS BE ESTABLISHED AS AN ANNUAL, ONGOING FUNCTION OF THE LEISURE SERVICES BRANCH, THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA, THE BRITISH COLUMBIA RECREATION ASSOCIATION AND THE RECREATION AND PARKS EDUCATORS' COMMITTEE, AND

12. THAT, WHERE POSSIBLE, SUCH PROGRAMMES BE DEVELOPED AS ACCREDITED FIELD PRACTICUMS, AND

13. THAT THE FUNDING NECESSARY TO EFFECT THE RECOMMENDED ORGANIZATION AND ADMINISTRATION OF SUCH PROGRAMMES BE PROVIDED FROM A PERCENTAGE OF THE TOTAL FUNDS ALLOCATED BY GOVERNMENT FOR THESE PROJECTS.

Rationale

There must be a greater education-employment return for the monies allocated to such programmes. A portion of the funds directed towards establishing ongoing organization and administration functions involving the field, the educational institutions and the government can achieve these outcomes.

FOR EDUCATION INITIATION

CURRICULUM FUNCTIONS

14. THAT THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA IN COOPERATION WITH THE RECREATION AND PARKS EDUCATORS' COMMITTEE ESTABLISH
    a) SOME IMMEDIATE CURRICULUM INFORMATION FUNCTIONS, INCLUDING
        i) THE COMPILATION OF WRITTEN STATEMENTS OF CURRICULUM OBJECTIVES, EVALUATIVE CRITERIA, AND PROGRAMME CONTENT, AND
        ii) DEVELOP AN INFORMATION PACKAGE ON RECREATION PROGRAMMES FOR PROSPECTIVE STUDENTS, AND
    b) SOME IMMEDIATE CURRICULUM DEVELOPMENT FUNCTIONS TO STRENGTHEN CURRICULUM OFFERINGS IN THE SPECIFIC AREAS OF
        i) FINANCIAL MANAGEMENT
        ii) PERSONNEL MANAGEMENT
        iii) PUBLIC RELATIONS TECHNIQUES
        iv) COMMUNICATIONS ARTS
        v) GROUP DYNAMICS
        vi) OFFICE MANAGEMENT PROCESSES
        vii) URBAN/REGIONAL PLANNING
        viii) TRENDS AND PROBLEMS IN RECREATION
        ix) PROGRAMMING MAN-MADE FACILITIES

Note: Refer to Chapter IV, for further clarification of identified, needed Competency Areas for Recreation Graduates

Rationale

The need to decrease the current, provincial information gap is of pressing urgency. The recreation field must achieve a more informed level of what is, in order to have a more positive influence in what could be.

PROVINCIAL LEISURE EDUCATION MATRIX

15. THAT THE RECREATION AND PARKS EDUCATORS' COMMITTEE AND THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA DEVELOP BY JUNE OF 1976, AND SUBMIT TO THE LEISURE EDUCATION BOARD FOR ITS GUIDANCE, AN OVERALL, POST-SECONDARY LEISURE AND RECREATION EDUCATION PLAN BY WHICH CURRENT AND POTENTIAL PROGRAMME CORE COMPETENCY AREAS AND ELECTIVE COMPETENCY AREAS CAN BE RELATED, AND

    THAT THE PLAN INCLUDE VERTICAL LEVELS OF EDUCATION TO ACCOMMODATE ALL CURRENT AND POTENTIAL PROGRAMMES, AND IDENTIFY THE FULL RANGE OF EXISTING AND RECOMMENDED CORE AREA COMPETENCIES AND THE MINIMAL COMBINATION OF CORE AREA COMPETENCIES DESIRED AS HORIZONTAL COMPONENTS OF EACH VERTICAL LEVEL.

Rationale

The need for a provincial leisure education matrix is evidenced by the total absence of coordinated leisure education planning. The R.P.E.C. and some colleges have begun such work. Involvement with the recreation professionals should enable the completion of this matrix, by the date indicated, for provincial guidance.

ADVISORY COMMITTEES

16. THAT THE DEPARTMENT OF EDUCATION REQUIRE EACH PROGRAMME OF LEISURE AND RECREATION STUDIES (COLLEGE AND UNIVERSITY) TO ESTABLISH, EFFECTIVE SEPTEMBER OF 1976, AN ADVISORY COMMITTEE CONSISTING NOT ONLY OF INTERESTED AND KNOWLEDGEABLE INDIVIDUAL REPRESENTATIVES OF THE RECREATION EMPLOYMENT FIELD BUT ALSO REPRESENTATION FROM THE INVOLVED PROVINCIAL RECREATION ORGANIZATIONS, WHO SHALL BE CHARGED WITH THE RESPONSIBILITY AND AUTHORITY TO EFFECT DIRECT COMMUNICATIONS TO THAT ORGANIZATION AND TO PROVIDE DIRECT INPUT FROM THAT ORGANIZATION ON PROGRAMME DEVELOPMENTS IN RELATION TO THE CAREER FIELD.

Rationale

The involvement of employing agencies, provincial recreation organizations and their committees and members must be better fostered through more direct and responsible representation.

ENTRY QUALIFICATIONS

17. THAT ENTRY QUALIFICATIONS INTO POST-SECONDARY LEISURE AND RECREATION PROGRAMMES BE RAISED, STANDARDIZED AND MORE CLEARLY STATED IN RELATION TO THE EDUCATIONAL OBJECTIVES OF THE PROGRAMMES AND THE EXPECTANCIES OF THE CAREER FIELD, AND REFLECT AN INCREASED SENSITIVITY TO THE NUMBER AND NATURE OF PROSPECTIVE STUDENTS NOW APPLYING TO SUCH PROGRAMMES.

Rationale

The majority of applicants are grossly unaware of programme differences and commonalities. Such information must be available to help prospective students make some wiser decisions about their future.

FIELD PLACEMENT

18. THAT THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA, THE RECREATION AND PARKS EDUCATORS' COMMITTEE, COLLEGE AND UNIVERSITY PROGRAMME ADMINISTRATORS AND REPRESENTATIVES FROM EACH PROGRAMME'S ADVISORY COMMITTEE DEVELOP AND IMPLEMENT FOR THE COMING ACADEMIC YEAR (1976-77) A FIELD PLACEMENT (PRACTICUM) COMPONENT FOR ALL COLLEGE DIPLOMA PROGRAMMES AND UNIVERSITY UNDERGRADUATE PROGRAMMES IN RECREATION EDUCATION BASED ON A MINIMUM PERIOD OF CONTINUOUS INVOLVEMENT IN THE FIELD THAT IS COMPATIBLE WITH EACH INSTITUTION'S INSTRUCTIONAL SESSIONS, AND

19. THAT SUCH PRACTICUMS INCLUDE PLACEMENT OPPORTUNITIES THROUGHOUT BRITISH COLUMBIA, AND

20. THAT EACH EDUCATIONAL INSTITUTION PROVIDE THE TIME, OPPORTUNITY AND NECESSARY FUNDING FOR RECREATION EDUCATORS TO ORGANIZE, SUPERVISE AND EVALUATE BOTH THE PRACTICUM OPPORTUNITIES AND THE LEARNING EXPERIENCES OF STUDENTS PLACED THROUGHOUT THE PROVINCE, AND

21. THAT, WHERE POSSIBLE, SUCH PRACTICUMS BE ESTABLISHED ON A ROTATING SEASONAL BASIS FOR EACH INSTITUTION'S STUDENTS TO AVOID OVERLOAD OF THE CAREER FIELD WITH PRACTICUM PLACEMENTS OF STUDENTS FROM ALL INSTITUTIONS IN ANY ONE SEASONAL PERIOD.

Rationale

The need for a continuous period of full time field placement is very strongly supported by both graduates and employers.

COLLEGE-UNIVERSITIES TRANSFERABILITY

22. THAT ADMINISTRATORS AND SELECTED FACULTY OF RECREATION EDUCATION PROGRAMMES AND SELECTED FIELD PERSONNEL ADDRESS THEMSELVES TO THE ISSUE OF ESTABLISHING TRANSFERABILITY BETWEEN COLLEGE AND UNIVERSITY PROGRAMMES OVER THE FOLLOWING FEW YEARS.

Rationale

Current transferability processes need defined established provincial policies for guidance. In view of existing and projected educational developments, clarification of transferability in relation to the provincial leisure education matrix of Recommendation 15. is essential.

COMMUNITY RECREATION 12

23. THAT THE DEPARTMENT OF EDUCATION, IN COOPERATION WITH THE LEISURE SERVICES BRANCH, THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA, THE BRITISH COLUMBIA RECREATION ASSOCIATION, THE BRITISH COLUMBIA PHYSICAL EDUCATION TEACHERS' ASSOCIATION, AND THE PHYSICAL EDUCATION SOCIETY OF BRITISH COLUMBIA REVIEW ALL EXISTING COMMUNITY RECREATION 12 COURSES AND ASSESS EACH IN TERMS OF THEIR RELATIONSHIP TO THE CURRICULUM GUIDE AND TO PRE-CAREER RECREATION EDUCATION, AND THAT THOSE COURSES BE DESIGNATED BY THE DEPARTMENT OF EDUCATION AS BEING

P.E. 12 - IF AN EXTENSION OF PHYSICAL EDUCATION CURRICULUM,
LIFETIME SPORTS 12 - IF AN EXTENSION OF THIS AREA OF PHYSICAL EDUCATION CURRICULUM,
LEISURE EDUCATION 12 - IF CURRICULUM FOCUS IS THAT OF DEVELOPING BROAD RECREATION PARTICIPATION SKILLS (PHYSICAL CREATIVE AND SOCIAL RECREATION PARTICIPATION SKILLS), OR
COMMUNITY RECREATION 12 - IF CURRICULUM FOCUS IS THAT OF PRE-CAREER, RECREATION LEADERSHIP SKILLS, KNOWLEDGE, ATTITUDES AND VALUES, AND

24. THAT ALL OF THE APPROPRIATE COURSE DESIGNATIONS BE APPROVED AS GRADE 12 ELECTIVE SUBJECTS, HAVING EQUAL CREDIT TOWARDS HIGH SCHOOL GRADUATION, AND

25. THAT ALL BRITISH COLUMBIA UNIVERSITIES WITH SECONDARY TEACHER PREPARATION PROGRAMMES IMMEDIATELY DEVELOP, IN COOPERATION WITH REPRESENTATIVES OF THE ABOVE GOVERNMENT DEPARTMENTS AND RECREATION AND PHYSICAL EDUCATION ORGANIZATIONS, AND IMMEDIATELY IMPLEMENT FOR THE FALL OF 1977 AT LEAST A MINOR PREPARATION PROGRAMME FOR THE SUBJECT COMMUNITY RECREATION 12, AND

26. THAT THIS PREPARATION PROGRAMME BE MADE AVAILABLE DURING THE FOLLOWING ACADEMIC YEAR TO PRACTISING TEACHERS OF COMMUNITY RECREATION 12.

Rationale

In conjunction with Recommendations 14. and 17., the more accountable recognition and focal direction of current Community Recreation 12 courses would provide a more effective liaison between secondary and post-secondary programmes.

FACILITIES MAINTENANCE AND MANAGEMENT

27. THAT THE BRITISH COLUMBIA RECREATION FACILITIES ASSOCIATION, THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA, THE RECREATION AND PARKS EDUCATORS' COMMITTEE AND THE POST-SECONDARY DIVISION OF THE DEPARTMENT OF EDUCATION IMMEDIATELY INITIATE A STUDY OF THE NEED, OPPORTUNITY AND POSSIBLE DELIVERY SYSTEM FOR A PHASED ONE YEAR CERTIFICATE LEADING TO A TWO YEAR DIPLOMA PROGRAMME IN RECREATION FACILITIES MAINTENANCE AND MANAGEMENT, AND

28. THAT THIS REPORT AND ITS RECOMMENDATIONS BE COMPLETED AND SUBMITTED TO THE LEISURE EDUCATION BOARD BY MID-JUNE OF 1976 FOR CONSIDERATION AND APPROPRIATE ACTION, AND

29. THAT INQUIRY INTO THE POSSIBLE DESIGN AND DELIVERY SYSTEMS SPECIFICALLY FOCUS ON THE DEVELOPMENT OF DISTINCT BUT INTEGRATED LEARNING MODULES, AND FOCUS UPON RECOMMENDING THE MOST APPROPRIATE "BASE-INSTITUTION" FOR SUCH A PROGRAMME, AND UPON IDENTIFYING RESOURCES AND METHODS TO ENABLE PORTABILITY OF THE EDUCATIONAL MODULES THROUGHOUT THE PROVINCE, AND

30. THAT, IF SUBSTANTIATED, PROGRAMME IMPLEMENTATION SHOULD BE ESTABLISHED FOR JANUARY OF 1977 AND THE INITIAL LEARNING MODULES SHOULD BE CONDUCTED OVER THE JANUARY THROUGH AUGUST PERIOD OF 1977, AND

31. THAT THE DEGREE OF TRANSFERABILITY TO OTHER COLLEGE AND UNIVERSITY PROGRAMMES OF THE LEARNING MODULES AND OF THE CERTIFICATE AND/OR DIPLOMA BE FIRMLY ESTABLISHED THROUGH ARTICULATION PRIOR TO THE IMPLEMENTATION OF ANY SUCH PROGRAMME.

Rationale

Considerable information has been gathered to date. Involvement of the professionals in the field should provide substantiation of need. Any programme developments must be available to the entire province and not locked into one educational site.

LEISURE EDUCATION UNDERGRADUATE PROGRAMME
UNIVERSITY OF VICTORIA

32. THAT REPRESENTATIVES OF THE UNIVERSITY OF VICTORIA, THE UNIVERSITY OF BRITISH COLUMBIA, THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA AND THE BRITISH COLUMBIA RECREATION ASSOCIATION IMMEDIATELY INITIATE A STUDY OF THE NEED, OPPORTUNITY AND POSSIBLE DELIVERY SYSTEM FOR AN ALTERNATE UNDERGRADUATE PROGRAMME IN LEISURE STUDIES BY THE UNIVERSITY OF VICTORIA, AND

33. THAT THIS REPORT AND ITS RECOMMENDATIONS BE COMPLETED AND SUBMITTED TO THE LEISURE EDUCATION BOARD FOR APPROPRIATE ACTION BY MID-JUNE OF 1976, AND

34. THAT THE INQUIRY INTO NEED, OPPORTUNITY AND POSSIBLE DELIVERY SYSTEM SPECIFICALLY FOCUS ON THE FULL ACCOMMODATION OF SELECTED TWO YEAR COLLEGE DIPLOMA GRADUATES TO DIRECTLY ENTER THIRD YEAR UNIVERSITY OF THE POSSIBLE BACCALAUREATE PROGRAMME, AND

35. THAT EDUCATIONAL OBJECTIVES OF SUCH A PROPOSED PROGRAMME BE DESIGNED FOR THE BROAD FIELD OF LEISURE SERVICES RATHER THAN PRINCIPALLY FOR URBAN BASED RECREATION DELIVERY SYSTEMS AND SERVICES.

Rationale

While there is no hard evidence to indicate there are too many or too few recreation graduates to meet employment demands, there are indications that the great majority of graduates are employed. Further, few British Columbia graduates appear to be available for the increasing employment opportunities developing throughout the province's interior regions, and several of these regions appear to be "forgotten" and unserviced by current educational programmes. The changing nature of the broad area of leisure services also tends to endorse educational alternatives.

POST-GRADUATE DEGREE IN RECREATION
UNIVERSITY OF BRITISH COLUMBIA

36. THAT A MASTER'S DEGREE PROGRAMME BE ESTABLISHED AT THE UNIVERSITY OF BRITISH COLUMBIA, TO BE IMPLEMENTED IN THE FALL OF 1977, AND THAT THE POST-GRADUATE DEGREE PROGRAMME BE DEVELOPED IN CONCERT WITH THE LEISURE RESEARCH INSTITUTE.

Rationale

Substantiation of the need for, and progress towards the design of this programme is currently under way. Continuation of such planning should utilize the findings of this study and should benefit from the results of the cooperative recommendations. Research capabilities must be fostered at the outset.

OTHER RELATED PROGRAMME DEVELOPMENT
POST-GRADUATE DEGREES
SIMON FRASER UNIVERSITY
UNIVERSITY OF VICTORIA

37. THAT ALL OTHER DEVELOPING POST-SECONDARY PROGRAMMES SPECIFICALLY RELATED TO LEISURE AND RECREATION EDUCATION BE IMMEDIATELY REVIEWED BY THE LEISURE EDUCATION BOARD FOR ITS RECOMMENDATIONS AS TO FURTHER STUDY AND DEVELOPMENTAL PROCEDURES FOR EACH PROPOSED PROGRAMME, IN RELATION TO PROVINCIAL NEEDS.

Rationale

The identification of the complimentary contributions of the Master of Business Administration at Simon Fraser University and of a possible Master of Leisure Education at the University of Victoria to career field needs and to current post-secondary educational programmes should immediately be established for coordinated planning.

FOR LEISURE AND RECREATION FIELD INITIATION

JOB SPECIFICATIONS

38. THAT THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA INVENTORY EXISTING POSITIONS ACCORDING TO FUNCTION PERFORMED AND LEVEL OF COMPETENCY REQUIRED (I.E., POOL MANAGER, OUTDOOR LEADER, RECREATION SUPERVISOR, ETC.), AND

39. THAT THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA REVIEW THE COMPLETENESS OF EXISTING JOB DESCRIPTIONS WITH PARTICULAR ATTENTION TO EDUCATION REQUIREMENTS AND SKILLS, AND

40. THAT THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA DEVELOP AND COORDINATE EMPLOYMENT JOB DESCRIPTION REQUIREMENTS WITH QUALIFICATIONS AVAILABLE FROM FORMAL AND INFORMAL EDUCATION PROGRAMMES, AND

41. THAT THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA AND THE BRITISH COLUMBIA RECREATION ASSOCIATION DEVELOP MODEL, STANDARDIZED JOB DESCRIPTIONS FOR USE BY RECREATION EMPLOYERS AND ADMINISTRATORS AND THESE STANDARDIZED JOB DESCRIPTIONS BE FORWARDED TO THE UNION OF B.C. MUNICIPALITIES.

Rationale

Confusion is evidenced by job descriptions contained in the increasing number of advertised recreation employment positions. This confusion centres around inadequate distinctions between diploma and degree qualifications, and upon inconsistent terminology and functions for specific positions. An improved alignment of career positions with function, training and classification must be realized for greater coordination.

PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION

42. THAT OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION, WITH AN ACCREDITATION SYSTEM, BE DEVELOPED BY THE LEISURE EDUCATION BOARD IN REFERENCE TO THE FINDINGS OF THIS STUDY, SPECIFICALLY
    a) TO ENABLE RECREATION SYSTEMS (I.E., DEPARTMENTS AND AGENCIES) TO INCORPORATE IN-SERVICE TRAINING SESSIONS APPROPRIATE TO THEIR NEEDS,
    b) TO ENABLE RECREATION SYSTEMS TO PROVIDE OPPORTUNITIES FOR PERSONNEL TO ATTEND AND PARTICIPATE IN AVAILABLE, ACCREDITED SEMINARS, CONFERENCES, WORKSHOPS, AND COURSES,
    c) TO FACILITATE THE RECREATION ORGANIZATIONS (E.G. THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA, THE BRITISH COLUMBIA RECREATION ASSOCIATION, THE BRITISH COLUMBIA RECREATION FACILITIES ASSOCIATION) TO PROVIDE FURTHER GUIDANCE, COORDINATION, ASSESSMENT AND RESOURCES RELATIVE TO CONTINUING EDUCATION OPPORTUNITIES.
    d) TO INVOLVE THE EDUCATIONAL INSTITUTIONS (PARTICULARLY THE UNIVERSITY OF BRITISH COLUMBIA AND THE BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY) IN THE DELIVERY OF EXTENDED CONTINUING EDUCATIONAL OPPORTUNITIES THROUGHOUT THE PROVINCE (UTILIZING MEDIA AND THE OPEN UNIVERSITY CONCEPT), AND
    e) THAT THE PROVINCIAL GOVERNMENT PROVIDE FINANCIAL SUPPORT FOR RESEARCH, DEVELOPMENT AND IMPLEMENTATION OF THESE OPPORTUNITIES, AND

43. THAT THE RECREATION AND PARKS EDUCATORS' COMMITTEE, THE PROFESSIONAL RECREATION SOCIETY OF BRITISH COLUMBIA, THE LEISURE SERVICES BRANCH, THE BRITISH COLUMBIA RECREATION ASSOCIATION AND THE BRITISH COLUMBIA RECREATION FACILITIES ASSOCIATION ESTABLISH AN ONGOING COMMITTEE TO DEVELOP A PLAN TO ASSESS THE RELEVANCE AND ACCREDITATION VALUE OF SHORT TERM WORKSHOPS, SEMINARS, CONFERENCES, COACHING CERTIFICATION PROGRAMMES, AQUATICS CERTIFICATION PROGRAMMES, FACILITIES MAINTENANCE CERTIFICATION PROGRAMMES, FIRST AID CERTIFICATION PROGRAMMES, OUTDOOR COMPETENCY CERTIFICATION PROGRAMMES, COMPETENCIES FOR SPECIAL POPULATIONS, CULTURAL AND PERFORMING ARTS PROGRAMMES, AND OTHER EMPLOYMENT RELATED LEARNING OPPORTUNITIES THAT ARE CURRENTLY OF A NON-CREDIT NATURE, AND

44. THAT THIS COMMITTEE REGULARLY ASSESS SUCH LEARNING OPPORTUNITIES AND RECOMMEND THEIR ACCREDITATION VALUE TO THE LEISURE EDUCATION BOARD, AND

45. THAT CURRENT AND POTENTIAL PROGRAMMES OF STUDY PROVIDE FOR THE RECOGNITION AND CREDIT OF SUCH LEARNING OPPORTUNITIES AT LEAST WITHIN THE FRAMEWORK OF PROGRAMME ELECTIVES.

Rationale

The identification and coordination of such opportunities throughout the province is essential for these opportunities to be more specifically related to employment upgrading, and for greater participation by field personnel in such accredited opportunities to be fostered.

TOMORROW'S IMPERATIVES

For too long a separation of the community recreation training sector from the training requirements of a broad spectrum of other recreation sectors has been perpetuated. Further study would likely reveal that there is a large number of workers in the community recreation field who have little "recreation" training, and a corresponding number of employers outside of the community recreation field who employ "recreation" graduates. The time has now come to take a more holistic approach to recreation and the training of recreation personnel.

There would seem to be a core of basic skills and perspectives necessary for personnel involved in fields that currently seem disparate. In the past there has been the tendency to ignore the commonalities of needs. Recreation training, career development, the alignment of professional and lay organizations have all tended to maintain separate spheres. This is not unusual in an emerging and somewhat self-conscious profession. However, with the development of the whole leisure services sector, it is time to remove some of these territorial concerns and integrate with other professions in this broad field. It would be naive, of course, to expect to cut the bonds of the past and re-group overnight to form a total recreation profession, but the arguments for moving in this direction are compelling.

A shared basic training and shared continuing education opportunities cannot only improve communications between different groups supplying recreation, but it can also strengthen the collective "recreational voice", permit a wider job market, and offer more choice to the student for job transfer. In addition it would strengthen the quality of recreation management. Resource agencies could well benefit from increased exposure to community recreation workers with effective people-related leadership skills. Likewise, community recreation operations could probably benefit from the more intensive and more sophisticated research and planning capabilities available in resource agencies. Exchange between different levels of government would be very beneficial and perhaps increased pressure could be placed on the development of regional recreational services, which have suffered due to the lack of professional or political guardianship. Possible interchange between public and private recreation sectors is long overdue and would lead to mutual benefits.

It would seem that the future will force the recreational employee to span the boundaries which have traditionally separated the urban/non urban worker, the indoor/outdoor specialist, etc. The following indicators give some evidence of this change:

a) the real need for communities outside the Lower Mainland to provide an integrated programme ranging broadly across the indoor-outdoor spectrum,

b) the increasing number of recreation workers acting as single operators in small communities,

c) the increasing tendency for people to accept the concept that recreation skill development, social interaction, and environmental education can be a part of a single experience either in a city park or a provincial park,

d) the increasing tendency to make the city more livable by relating to the natural resources within the city,

e) the increasing development of complex infrastructures,

f) the integration of park services and community recreation services into a single department of municipal leisure services.

It would be a serious error if future recreational training programmes develop on a model based upon historical compartmentalization. There are already signs that educators wish to explore the training of personnel by attempting to gauge future needs, rather than by patching an anachronistic, fragmented framework of the past.

The advice received from the field and the perspective already expressed in this study should set the stage for a new phase in recreation training in British Columbia incorporating a broad interpretation of recreation and the development of more comprehensive and challenging programmes. This time of fiscal constraint should lead us to be cautious but not timid. This is an excellent time to review the effectiveness of present programmes and judge their relevance to the future.

CHAPTER III

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS FROM THE THREE STUDY SECTIONS

1. Analysis of Current Post-Secondary Leisure and Recreation Education Programmes for the Training of Recreation Personnel and of Students Enrolled in these Programmes.

2. Post-Secondary Education - A Focus Upon Graduates.

3. Recreation Employers' Perceptions of Various Professional Competencies, Current Training And Needed Training For Recreation Personnel in British Columbia.

ANALYSIS OF CURRENT POST-SECONDARY LEISURE AND RECREATION EDUCATION PROGRAMMES FOR THE TRAINING OF RECREATION PERSONNEL, AND OF STUDENTS ENROLLED IN THESE PROGRAMMES

CONCLUSIONS

1. There has been pronounced change in both the provincial recreation career field and in post-secondary career education opportunities since 1963. Some of these developments were directed, in the sense that these were responses to the identified "felt needs" of 1963. Others have not had such specific direction from, or relation to the career field.

2. The growth of post-secondary career preparation opportunities over the past decade has negated the 1963 concept of vocational training in recreation leadership through the grade 12 elective subject of Community Recreation 12. Since 1965, however, an excellent opportunity has existed for the coordination of Community Recreation 12 as a pre-career training course with much greater application to the career field and specific relationships to the college and university programmes. Although some elements of the recreation field and a curriculum review committee's report have strongly indicated the need for such coordination, the Department of Education has not yet altered the instructional focus of the course, nor improved preparation programmes for teachers of the course, nor accommodated curriculum input from recreation personnel. The potential for integrated curriculums in career education from grade 12 through the colleges and universities is still totally undeveloped--even though greater educational expenditures for considerably more students at all levels must now be allocated each year.

3. Essentially, the changes in the career field and in related education areas have far outstripped the knowledge and the expressed needs that provided some planning perspectives in 1963. The development of the Bachelor of Recreation Education Degree Programme, and of the four college Diploma Programmes has been founded upon sound curriculum principles and concepts--though not on research into real provincial needs, and without overall provincial planning and coordination. The recreation professionals on the advisory committees, the recreation educators and the programme administrators involved in the design and implementation of curriculums have been the singular coordinating force and have provided the only considerations of accountability for programme relevance and graduate successes. These efforts, however, have mostly been in isolation of each other and certainly in the absence of any provincial coordination and accountability guidelines and methods.

4. The college advisory committee, while a valuable and productive avenue to accomplish liaison between some educators and some of the field, do not have the authority, responsibility, regularity, resources or information to do more than recommend on internal programme changes. These committees tend to function principally on an ad hoc basis and individual members from the field do not formally represent their organization or agency, do not have the responsibility of reporting programme matters to these organizations and agencies and do not have the authority to speak at advisory committee meetings for those organizations and agencies.

5. The recently re-activated Career Programmes Advisory Committee (September, 1975) of the Post-Secondary Division of the Department of Education attempts to advise the Minister of Education regarding college

programmes. It has expressed concern for the development of coordination and accountability guidelines and mechanisms for these career programmes. As well, the need for much greater articulation between college and university programmes has been identified. The proposed terms of reference for C.P.A.C. attempt to emphasize these, and related concerns. At this point in time, it is not known how the terms of reference have been received by the Minister of Education. However, even should the functions of coordination, accountability and articulation be approved, an extensive support system to accomplish these functions would have to be mobilized. Without such support systems, these functions cannot be realized. The lack of manpower and research capabilities characterizes the past and present efforts of this committee and highlight the immediate impossibilities of meeting the needs for provincial coordination through this single vehicle.

6. A number of provincial recreation organizations have made some attempts to decrease the education-employment information gap. Unfortunately, no single organization has been formally involved in an ongoing manner with provincial education authorities. No provincial recreation organization has established any executive position or formal committee to assume the functions of coordinating recreation education opportunities with the employment field. Neither the B.C.R.A., the P.R.S.B.C., the B.C.R.F.A., the R.P.E.C., nor the R.S.A.B.C. has any functions relating to the assessment of current programmes or to the determination of new programmes (though the P.R.S.B.C. did sanction Cariboo College's Summer Diploma Programme and did approve in principle the proposed U.B.C. Master's Degree In Recreation). It is only within the past few years

that these organizations have evolved to the level of possible contribution to the provincial coordination of education and employment opportunities. These functions, and those of certifying the levels of education and training could well be developed to a viable level within the next few years if initiated in the immediate future.

7. Current programmes contain, by design, many common elements--though variations in the intensity and focus of learning within each element can be recognized. No standardized assessment of the common and the unique curriculum elements exists to establish inter-institutional programme relationships. No governmental agent or recreation organization has assumed, or been given this function--although the R.P.E.C. has attempted some articulation and presented proposals to government on this matter.

8. Little information is available regarding the degree to which competencies developed by the separate programmes are applied to the various employment situations. Little evidence exists regarding changes in the nature and extent of competencies associated with new or developing employment positions. No system exists for accrediting the growing number of employment related workshops, seminars, short courses and other in-service training sessions in terms of their relationship to current educational programmes or professional certification opportunities. There are no clear, distinct relationships between the Community Recreation 12 courses, college programmes and university programmes; and none appear to be developing at this time. Throughout the province (particularly in the eastern and northern sectors) there is a noticeable information gap evidenced by the field and by prospective

students about the existing programmes, their educational objectives and curriculums and their relationships to employment. The few, periodic attempts to provide such information through the B.C.R.A. and the P.R.S.B.C. literature do not appear to have been effective or comprehensive enough.

9. The inter-session employment opportunities afforded students by government projects have not yet been developed in conjunction with existing recreation education programmes. The potential for education-employment integration must immediately be capitalized upon in order to realize far greater benefits than is currently the case.

10. There does appear to be a developing, provincial expression of the need for some formal programme in Recreation Facilities Maintenance and Management. The numbers of facilities recently constructed, the numbers of advertised employment positions in these capacities, and the increasing support from some of the provincial recreation organizations at least substantiate the need for a formal, provincial inquiry into this area of employment and education opportunities. Should such a programme be designed, it should have provincial portability rather than being locked into one campus and should effectively mobilize the resources of the recreation field for instruction and accreditation for employment. The inquiry and possible ensuing programmes should immediately involve Department of Education authorities and the involved provincial recreation organizations.

11. The total number of post-secondary recreation graduates each spring is now approaching, and should stabilize at approximately 100 (with about two thirds of these being female graduates). No information is available to indicate this number is too large or too small; nor is the impact of the female to male ratio known; nor is the specific nature and number of employment opportunities known. At the present time no accurate assessment of the need to reduce existing programmes or to develop additional college and/or university programmes can be made, particularly if a specific career employment focus is still to be applied as a basic rationale for such programmes.

12. However, in view of some current educational and societal developments, there appears to be a trend towards providing greater access to general leisure and recreation studies that do not have a specific, urban based recreation employment preparation focus. A post-secondary educational shift from the simplistic distinctions of academic and career programmes to the broader aspects of leisure education as equally meaningful educational service seems to be developing. An increase in the range of educational services for full time career employment, part time career employment, employment upgrading, volunteer training, meeting related needs of community groups, and general application to this leisure oriented society is now becoming evident. The Department of Education should reconsider the present system of institutional and programme classifications and should re-assess this developing range of educational services in terms of their effectiveness in helping to meet people's goals.

RECOMMENDATIONS

1. A Leisure Education Board is urgently needed to perform many of the coordinative functions that the existing Post-Secondary Education Committees cannot, at this time, perform.

2. A provincial leisure and recreation education programme matrix must be developed by which all such programmes can be related and coordinated.

3. The annual collection of student and graduate data, similar to that of the Ontario Inventory of Recreation Education Programmes, but with greater accuracy of information, must be established as a provincial function related to both Community Recreation 12 and post-secondary recreation education programmes in British Columbia.

4. Employment studies to establish trends in the leisure and recreation career fields and training and education demands must be initiated now and carried out annually, with particular attention to both developing specialization areas and the broad leisure services categories.

5. Results of the study by the Research Section of the Parks Branch on the Community Recreation Facilities Fund should be widely distributed to government departments, provincial recreation organizations and to all post-secondary educational institutions.

6. All post-secondary leisure and recreation education programmes should have advisory committees consisting of representatives of provincial recreation organizations and employing agencies charged with the responsibility and authority to report to those organizations and agencies and to speak for those organizations and agencies.

7. All post-secondary leisure and recreation programmes must be developed so as to be available to people throughout the province, particularly in the eastern and northern regions.

8. An inventory of educational expertise of recreation practitioners and of recreation educators should immediately be compiled as a resource for developing portable learning modules.

9. The review, assessment and appropriate accreditation of workshops, seminars, short courses and other in-service, upgrading opportunities for employees in the field should be designed so as to relate such educational opportunities to the components of established post-secondary leisure and recreation education programmes.

10. The numbers of students enrolled in existing leisure and recreation education programmes should be held at their present levels for at least the next few years.

11. It would seem appropriate to initiate an inquiry into some of the reasons for the past and present female to male ratio of students and graduates, and to explore the implications of this ratio upon the needs of the career field.

12. A post-secondary programme in Recreation Facilities Maintenance and Management, of a portable nature operating from a base institution, should be implemented by January of 1977.

13. Government-sponsored inter-session employment opportunities need much greater liaison with current leisure and recreation education programmes, and should be more related to field placement functions.

14. The Master's In Recreation Degree proposed for the University of British Columbia should be implemented by the fall of 1977.

15. The proposed undergraduate programme in leisure education at the University of Victoria should be reviewed by the Leisure Education Board and further substantiated by the field. Should such substantiation be realized, the programme should be implemented by the fall of 1977.

16. All other new leisure and recreation education programme proposals should be directed to the Leisure Education Board for its review and action.

17. All Community Recreation 12 courses to be offered commencing in the fall of 1976 should be reclassified as Physical Education 12, with equal credit towards High School Graduation, to legitimize their primary focus on Physical Education and Lifetime Sports. Those courses planning to offer a major emphasis on volunteer and pre-career recreation leadership should submit their curriculums to the Leisure Education Board prior to the end of May, 1976, for Community Recreation 12 consideration and classification before September of 1976.

18. Teacher preparation programmes for Community Recreation 12 must immediately be implemented at the universities, and in-service opportunities must be extended to current teachers of this subject.

19. Lifetime Sports and broader Recreation Participation Skills (physical, social and creative) should be introduced in earlier grades than grade 12, either within a revised Secondary Physical Education Curriculum or through local curriculum development.

20. A provincial conference of involved government departments, provincial recreation organizations, employing agencies and recreation students should be organized to present, discuss and develop further plans to resolve issues and concerns raised in this study.

21. The present post-secondary classification of programmes as academic or career should be reviewed in light of recent educational and societal trends.

POST-SECONDARY EDUCATION - A FOCUS UPON GRADUATES

CONCLUSIONS

1. Variables such as sex, chronological age, and type of higher education institution attended were not related to the employment status of graduates (Tables 1, 2, and 3). These variables did not affect the ability of the individual to locate employment.

2. Almost ninety per cent of the graduates from post-secondary recreation curricula (1970-1975) found employment. Of these, more than three quarters accepted employment which involved the performance of a recreation function in a leisure delivery system (Table 4).

3. It appears that the type of higher education institution attended is not directly related to the level of responsibility assumed by graduates (Table 5).

4. The majority of graduates employed in recreation served as a member of a tax-supported agency (Table 6).

5. Municipal departments responsible for the provision of leisure services in the human settlement appear to be the primary employment agency for recreation graduates. Education institutions (elementary, secondary, and community schools) were the second major employment agency. Very few graduates appeared to find permanent employment with agencies whose primary concern was that of the special population (hospitals, correctional institutions, and homes for the aged).

6. More graduates from university recreation curricula pursue continued formal education than do recreation graduates from a community college (Table 8). Graduates of recreation curricula who continue their formal education in institutions of higher learning tend to pursue programmes which do not have a recreation and leisure studies

emphasis (Table 9). Many individuals considered school teaching as a more personally beneficial career pattern than recreation and leisure studies. Others pursued management programmes with the intention of returning to the field of recreation and leisure studies.

7. Curriculum emphases in post-secondary recreation education appear to be restricted to a narrow set of skills which are not marketable in the urban settlement. It was noted that few graduates found employment outside that setting, thus suggesting either that a limited interpretation of recreation and leisure services prevails in both the educational institutions and the occupational field, or that the competencies acquired through preparatory programmes have little or no market value in terms of contemporary needs in other settings.

8. Course work which focused upon management/administration was identified as requiring much greater emphasis in preparatory programmes (Table 11). However, the extent to which two-year and four-year programmes are to work toward the fulfillment of a pre-determined management competency remains to be defined by both the occupational field and the educational institutions. Graduates from both programmes stressed personal managerial skill deficiencies.

9. Employed graduates appear to be heavily concentrated in the urban settlement, but by their own admission require increased emphasis in area and facility planning and in urban and regional planning (Table 11). Apparently, content in these two areas has been somewhat shallow if not superficial. It appears that the integration of content relative to the planning processes mentioned above would be an essential component for individuals engaged in both urban and non-urban recreational environments.

10. A high proportion of graduates participated in leadership and programme development courses as part of their formal preparation. Since the areas of human relations and public relations were identified as competencies which need upgrading (Table 11), it appears that current leadership preparation focuses primarily upon organizational skills for activities. There appears, therefore, to be minimal exposure to a macro approach to the whole area of leadership techniques relative to people, facility, and resource management applicable to the distribution of leisure services. In addition, optimum programming of facilities was deemed a deficient competency by many graduates. Since the content of leadership courses tended to have carry-over value to the work force, it would appear that the primary emphasis of current curricula is face-to-face leadership.

11. All graduates considered field work as of primary importance in terms of their current responsibilities and stressed the need for increased field experiences (Table 11).

12. Graduates consider it essential to increase the curriculum emphasis of such career areas as community recreation, outdoor recreation and education, special populations, and youth-oriented agencies (Table 11).

13. A study of the total numbers of students who took courses in each subject area (Appendix) indicates that several of the more sophisticated competencies related to modern society and its management are not part of the current preparatory professional education of recreation personnel. Courses concerned with research methods, statistics, and basic knowledge of computers seemed to be lacking among graduates. In addition, managerial skills such as personnel evaluation, budget control, programme development and evaluation, and planning either receive minimal emphasis or are unavailable to the student.

RECOMMENDATIONS

1. That individuals responsible for formal recreation curricula and continuing education programmes offered through higher education institutions consider the findings of this study as they apply to possible curriculum revisions.

2. That decentralized continuing education opportunities be provided which focus upon executive functions in the management of leisure delivery systems.

3. That the Leisure Services Department host a meeting of appropriate recreation educators and resource management personnel responsible for leisure or visitor services for the purpose of developing a set of guidelines by which to identify competencies directed toward human management through recreation in a natural resource setting.

4. That the Leisure Services Department initiate a meeting of selected recreation educators, practitioners, and health officials to develop guidelines by which to identify competencies necessary to generate personnel capable of working with special populations.

5. That further research be conducted to determine:

   a. Variables associated with salary levels for recreation graduates during initial and subsequent years of employment.

   b. Specific employment functions performed by graduates during their initial employment and during subsequent years.

   c. Variables which contribute to the apparent high transfer of graduates out of recreation curricula when pursuing post-graduate formal education.

d. Differences and similarities which should be recognized and understood relative to the competencies acquired through recreation curricula at the college and the university level.

e. Biographic data, educational background, and professional competencies of personnel whose professional preparation was not in recreation and leisure studies but who are employed by leisure delivery systems and assigned to perform a recreation function.

f. The status and dimension of the recreational function of employees whose work is directly related to the open space or natural resource base as separate from leisure services in the human settlement.

g. "Man power" demands of diverse leisure delivery systems including urban, regional, provincial, federal, industrial, and commercial agencies and departments.

RECREATION EMPLOYERS' PERCEPTIONS OF VARIOUS PROFESSIONAL COMPETENCIES, CURRENT TRAINING AND NEEDED TRAINING FOR RECREATION PERSONNEL IN BRITISH COLUMBIA

CONCLUSIONS

The following conclusions were drawn based upon the findings of this study.

1. In spite of the stated problems in relationship to the absence of adequate sampling frames, the finding as applied to the municipal recreation situation, excluding parks is considered realistic. The geographic representation according to Leisure Services Branch regions is also considered proportionate.

It was interesting to note the lack of response from parks affiliated individuals, provincial government representatives, acknowledged recreation leaders in the province, and prospective respondents of private and voluntary agencies.

2. The extraction of the competencies with the highest means represent key areas that are identifiable and found lacking to varying degrees in current preparation and professional development programmes.

3. The areas perceived as "need strengthening" for the existing recreation preparation programmes were similar to several of the highly rated competencies. The comparison also indicated many components of existing curricula perceived as strong were considered valuable or essential for the three levels of job function.

4. It has been reported that the supply of trained graduates does exceed the demand or number of available full-time jobs. However, this study reveals that the majority of recreation systems do not employ

trained recreation graduates from British Columbia institutions nor accredited curricula outside the province.

This reality may partially answer the apparent comparatively low regard for particular competencies at the direct leadership level.

5. The analysis indicates the majority of the professional personnel employed by the 49 recreation systems were composed of persons other than those with formal post-secondary training in recreation.

6. In-service training, formal education and auxiliary offerings were all perceived as viable alternatives for the delivery of professional development opportunities for those employed in the field throughout the province.

RECOMMENDATIONS

Based upon the findings and conclusions of this study the following recommendations are proposed.

1. To facilitate scientifically sound research based upon appropriate sampling techniques it is recommended that the Leisure Services Branch, the Department of Recreation and Tourism and the Department of Education collaborate or otherwise arrange for the systematic development of complete and up-to-date listings of all personnel in recreation and park related positions.

2. That the highest rated competencies be reviewed in terms of present fulfillment in the field as pertains to preparation and professional development. Specifically, an authoritative committee should be established to develop, implement and monitor the overall education (including preparation and professional development) of recreation personnel in the province.

Additionally, the university, colleges, governmental agencies, professional organizations and all recreation systems should each assess their status in these extremely important areas of the training and upgrading of personnel.

3. That ongoing research related to this general field of study be conducted to assist in the identification and solution of problems and issues. A research base upon which to arrive at key decisions is sorely lacking in this province.

4. That the planning committee for the 1977 provincial recreation conference obtain direction for programme and education sessions content from this study.

CHAPTER IV

FINDINGS AND CONCLUSIONS

1. AN ANALYSIS OF CURRENT POST-SECONDARY LEISURE AND RECREATION EDUCATION PROGRAMMES FOR THE TRAINING OF RECREATION PERSONNEL, AND OF STUDENTS ENROLLED IN THESE PROGRAMMES

LIMITATIONS

The gathering of specific, accurate data on student numbers (applicants, accepted students, attrition rates, graduates) for each of the current post-secondary secondary leisure and recreation programmes is a most difficult task at this time, in view of the absence of precise data-gathering mechanisms. There is no central, provincial data bank for such information, nor does any educational authority appear to require such data.

The brief five months available for the study necessitated the use of enrolment figures reported in an article in the Recreation Reporter[1] and in the Inventory of Canadian Recreation Education Programmes 1974-1975[2], as well as graduate numbers from the registrars of four of the five institutions reviewed. Inconsistencies in numbers given for most institutions by the various sources evidence a degree of unreliability for reported information on British Columbia institutions. It appears that this data represents approximations only in most cases.

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[1]Olenick, N.F.E. "Recreation Unemployment: Myth, Misconception Or Fact?", Recreation Reporter, B.C.R.A., Vancouver, Jan.-Feb., 1972, pp. 17-25.

[2]Province of Ontario. Inventory of Canadian Recreation Education Programmes 1974-1975, Sports and Fitness Division, Ministry of Culture and Recreation, Ontario, October, 1975, pp. 19-47.

The results of a study currently being conducted by the Research Section of the Parks Branch, Department of Recreation and Travel Industry, into the Community Recreation Facilities Fund and its impact upon the provincial recreation employment scene is not yet available.

DEVELOPMENTAL OVERVIEW

In 1963, as a result of a joint Physical Education and Recreation Provincial Conference held in New Westminster, B.C., a basis for the identification of some recreation employment and of some employment preparation needs was established. At that time only one post-secondary educational institution (U.B.C.) was so involved, offering a Recreation Major within the Bachelor of Physical Education Degree Programme. The apparent developing levels of urban recreation employment opportunities appeared to support the need for alternatives and adjuncts to this single, baccalaureate approach.

More or less as a direct result of these expressed needs, the three major changes of the introduction of a Community Recreation 12 course, the development of college programmes in leisure and recreation studies, and the implementation of the more specific Bachelor of Recreation Education at U.B.C. were realized. It must be stressed that, in 1963, provincial awareness of recreation education opportunities only focused on high school vocational training and on U.B.C. academic studies. There were no community colleges or alternate university programmes. There were few province-wide, professionally accredited, upgrading workshops, seminars and short courses. Many developments not clearly seen at that time have since increased the formal and informal recreation employment preparation opportunities and have further compounded the problem of provincial coordination of these opportunities.

A simple chronology of related educational events following the 1963 period includes:

September, 1965

The introduction of the COMMUNITY RECREATION 12 curriculum as a grade twelve, elective subject, offered through the Community Services Programmes of Secondary Education, as a vocational preparation subject, in one B.C. High School. This initial offering was characterized by

a) an enrolment of 39 students,[3]
b) no formal teacher preparation programme at the university for this curriculum (thus, curriculums were assumed by Physical Education Teachers), and
c) the absence of any ongoing involvement opportunities for recreation personnel to function in any formal advisory capacities for this curriculum.

October, 1967

An Advisory Committee was established for a proposed two-year diploma programme in Community Recreation Leadership at Vancouver City College - King Edward Centre. Investigation was conducted into the apparent needs for such graduates and a curriculum for the proposed programme was developed.

March, 1968

Following approval of the proposed programme by the Advisory Committee and College Administration, the Department of Education granted approval to initiate the programme in September of 1968, based on the advice of the Rothman Committee on Post-Secondary Career Programmes.

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[3]Olenick, N.F.E. "Community Recreation 12", PRO MOTION Newsletter, Vol. 19, no. 3, B.C.P.E.T.A., Vancouver, Jan., 1965, p. 5.

September, 1968

Initiation of a two-year Community Recreation Leadership Diploma Programme at Vancouver City College - King Edward Centre, under the ongoing guidance of its Advisory Committee.

September, 1969

The Bachelor of Recreation Education Degree Programme was implemented at the University of British Columbia, though no ongoing involvement opportunities for representatives of the career field to function in any formal advisory capacity were established.

September, 1970

Initiation of a two-year Recreation Leadership Diploma Programme at Cariboo College in Kamloops, B.C.

February, 1970

Publication of a crude study of some developing recreation employment opportunities and numbers of post-secondary recreation graduates in the Recreation Reporter.[4]

September, 1972

Initiation of a two-year Outdoor Recreation Management Diploma Programme at Capilano College in North Vancouver, B.C., under the ongoing guidance of its Advisory Committee.

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[4]Olenick, N.F.E. "Recreation Unemployment: Myth, Misconception Or Fact?", Recreation Reporter, B.C.R.A., Vancouver, Jan.-Feb., 1972, pp. 11-17.

September, 1973

Initiation of a two-year Studies in Leisure Services Diploma Programme at Malaspina College in Nanaimo, B.C., under the ongoing guidance of its Advisory Committee.

Fall of 1973 through Spring of 1975

Attempts by several recreation organizations and recreation educators to substantiate the need, and develop a one-year and two-year programme for Recreation Facilities Maintenance and Management. The absence of a provincial decision-making body (e.g. Rothman Committee) caused suspension of these efforts.

March, 1974

The report of the Community Recreation 12 Curriculum Review Committee[5] was released by the Curriculum Development Branch of the Department of Education, indicating that grade 12 enrolment in this course over the 1973-1974 year had risen to 9,195 students (from the original 1965 class of 39 students). The report further identified that the course was characterized by

a) an exponential growth in enrolment to 33% of the 30,054 grade 12 students in B.C. High Schools that year,

b) no formal teacher preparation programmes at the three universities with secondary teacher training for this curriculum as a teaching major or minor, and

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[5]Olenick, N.F.E. (ed.) Community Recreation 12 Curriculum Review Report, Curriculum Development Branch, Department of Education, November, 1973.

c) the absence of any ongoing involvement opportunities for recreation personnel to function in any formal advisory capacities for this curriculum.

April, 1974

Release of Dr. Eric F. Broom's Report, Leisure Services in British Columbia.[6]

September, 1974

A Wilderness Leadership Certificate Programme was implemented in conjunction with the Outdoor Recreation Management Diploma Programme at Capilano College in North Vancouver, B.C.

April, 1975

The Professional Recreation Society of British Columbia approved in principle the implementation of a Post-Graduate Recreation Degree Programme at the University of British Columbia, by the fall of 1977.

June, 1975

Initiation of a three-year Diploma Programme to provide, through summer sessions, an educational opportunity for salaried Recreation, Parks and Community Development Personnel, at Cariboo College, Kamloops, B.C., sponsored by the Leisure Services Branch and sanctioned by the Professional Recreation Society of British Columbia.

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[6]Broom, Eric F. Leisure Services In British Columbia Report, Queen's Printer, Victoria, B.C., February, 1974.

September, 1975

Increasing opportunities for education related to full-time recreation employment, part-time recreation employment, voluntary recreation involvement and general leisure education being evidenced by college services and by workshops and seminars sponsored by professional and lay organizations and employing agencies.

September, 1975

Initiation of this Study Project.

CURRENT PROGRAMMES

Currently, four B.C. Community Colleges offer discrete, two-year diploma programmes relating to recreation and/or leisure services and one university offers a four-year baccalaureate degree in Recreation Education. These programmes have developed and continue to function with a modicum of input from the recreation field (mostly on a community and/or regional basis) and with no tangible, provincial coordination or direction for this development.

The general developmental pattern for three of the four college programmes has been for each to form an advisory committee of interested, dedicated and professional individuals from a representative variety of recreation employers and organizations who, in cooperation with some faculty and administration, would establish a programme rationale and focus, develop a curriculum for each programme, and present these to the Department of Education's committee charged with the coordination and

approval of such career programmes. In several cases, as a responsible attempt by each college to contribute towards the overall provincial coordination of these programmes, duplication of individuals on several advisory committees and the inclusion of faculty from existing programmes on advisory committees for proposed programmes were actively fostered.

Supporting information and rationales for, and decisions regarding the approval and implementation of these proposals were, however, made in the absence of any real provincial research on the developing employment opportunities, the preparation needs for such employment, the numbers of graduates that could be employed by the field and the adequacies or shortcomings of programmes existing prior to new programme approval. Invariably, decisions were made on the strength of expressed opinion, based primarily on community or regional observations, by programme advisory committee members, recreation educators and members of the Rothman Committee. Such opinion, while qualified in most cases, only reflected an incomplete perspective of the total provincial scene. Without hard evidence as a foundation for the programme decision-making process, the lack of following accountability measures and procedures for assessing these programmes was inevitable.

The programmes and their curriculums developed by the advisory committee members and the recreation educators did, however, reflect professional concern by both agents and did, for the most part, base such design upon evidence gleaned from similar programme developments elsewhere in Canada and in the United States.

The following calendar statements partially reflect the foundational rationales for these programmes (see Appendix B for complete programme outlines).

Bachelor of Recreation Education - University of British Columbia

"This programme is intended for students planning a career in Recreation."[7]

Community Recreation Leadership Diploma - Vancouver Community College, Langara

"This programme is designed to train students in a number of the important aspects of recreation work at the para-professional level. It attempts to develop the techniques of recreation leadership with broad application to the field, while providing opportunities for students to pursue a specific area of interest in such leadership.

There is a need for technically trained persons in the broad range of programmes conducted by Community Centres, Y.M.C.A., Y.W.C.A., Rehabilitation Centres and other organizations providing recreation opportunities for people of all ages and with widely varied interests."[8]

Leisure And Recreation Studies Diploma - Cariboo College

"Cariboo College offers a two-year diploma course in Leisure and Recreation Studies, with the opportunity to specialize in Community (Municipal) Recreation. Employment opportunities are increasing for graduates of two-year leisure and recreation programmes in positions such as recreation programme leaders; park foreman; recreation specialists in art, drama, music; facility managers; recreation supervisors.

Prospective areas of employment are:

public recreation	- municipal, community-school leaders
agency recreation	- Y.M.C.A., Y.W.C.A., boys' clubs
private recreation	- golf courses, curling clubs

7..... University of British Columbia Sixty-First Session Calendar 1975-76, Vancouver, B.C., 1975, p. 119

8..... Vancouver Community College, Langara 1975/1976 (Calendar), Vancouver, B.C., 1975, pp. 67-68.

industrial recreation	- mining and logging companies
therapeutic recreation	- hospitals, senior citizens' homes, institutions for the handicapped
outdoor recreation	- parks service, environmental research stations, fish and wildlife service, forestry service, residential camps, outdoor schools."[9]

Outdoor Recreation Management Diploma - Capilano College

"Outdoor recreation has become one of the most rapidly expanding segments of our economy. It has expanded because of increasing public interest in the use of large park and outdoor recreation facilities, as well as concern for the preservation of natural areas. An increase in leisure time, in disposable income and in the improvement of access roads into remote areas has increased the need for well-trained individuals capable of planning and directing recreation programmes and managing facilities. The Capilano College Outdoor Recreation Management Programme will educate para-professionals to work effectively in National, Provincial and Municipal Parks. Related job opportunities exist in historic sites, marinas, ski areas, and winter clubs. Associated employment may also be found in community agencies, residential camps, and ecology centres and outdoor schools."[10]

Studies In Leisure Services Diploma - Malaspina College

"This two-year programme is designed to train the individual at the para-professional level to organize and coordinate community recreational opportunities for people of all ages and with widely varied interests. It prepares the student to help people enjoy and constructively use their leisure time by organizing individual and group activities with particular emphasis on working as a resource person in a wide variety of leisure time pursuits."[11]

9..... Cariboo College Calendar 1975-76, Kamloops, B.C., 1975, pp. 18-19.

10..... Capilano College 1975/76 Calendar, North Vancouver, B.C., 1975, p. 45.

11..... Malaspina College 1975-1976 (Calendar), Nanaimo, B.C., 1975, p. 17.

To varying degrees, all programmes relate to Recreation as a career field. Some programmes specifically refer to the para-professional level of training and some refer to a wide variety of employment opportunities, with the suggestion that both the numbers and the nature of such employment positions are increasing. There is, however, no real evidence to support or negate these statements, and no firm study of the employment patterns of all recreation graduates from British Columbia post-secondary educational institutions has yet been conducted.

TABLE I. SOME 1974-75 PROGRAMME CHARACTERISTICS AND ENROLMENT FIGURES[12]

Institution	Name of Program	Name of Degree or Diploma Granted	Division, School or Faculty	Chairman or Coordinator	Ist	IInd	IIIrd	IVth	Totals	Number of Graduates To Date	Number of Graduates Expected Spring '75	Number of Faculty Involved with Programme
Vancouver Community College	Community Recreation Leadership (1968)	Community Recreation Leadership Diploma	Physical Education and Recreation Department, Technical (Careers) Division	Mr. N. Olenick	30	30	-	-	60	110	30-35	12
University of British Columbia	Recreation Education (1969)	Bachelor of Recreation Education	Department of Recreation Education, School of Physical Education and Recreation	Dr. R.L. Ramsay	35	52	34	36	157	191 170 since 1970	35	6
Cariboo College	Leisure and Recreation Studies (1970)	Diploma In Leisure And Recreation Studies	Department of Community Services	Mr. B. Knibbs	24	20	-	-	44	33	13	10
Capilano College	Outdoor Recreation Management (1972)	Associate In Arts & Sciences Diploma (Outdoor Recreation Management)	Careers Division	Mr. B. White	30	20	-	-	50	36	not reported	13
Malaspina College	Studies In Leisure Services (1973)	Diploma In Leisure Services	Career Programme	Mr. G. Johnston Mr. E. Sutherland	22	18	-	-	40	7	not reported	6
					141	140	34	36	351	377 356 since 1970	83+	47

[12]Province of Ontario. Inventory of Canadian Recreation Education Programmes 1974-1975, Sports and Fitness Division, Ministry of Culture and Recreation, Ontario, October, 1975, pp. 19-47.

TABLE II. NUMBERS OF 1970-75 GRADUATES ACCORDING TO INSTITUTION REGISTRARS

Institution	Degree or Diploma Programme	1970	1971	1972	1973	1974	1975	Totals
Vancouver Community College	Community Recreation Leadership Diploma	16	24	11	15	34	36	136
University of British Columbia	Bachelor of Recreation Education Degree	11	21	28	48	27	35	170
Cariboo College	Diploma In Leisure And Recreation Studies	(information was not available)						
Capilano College	Associate In Arts & Sciences Diploma (Outdoor Recreation Management)	-	-	-	-	14	12	26
Malaspina College	Diploma In Leisure Services	-	-	-	-	-	11	11
	Totals	27	45	39	63	75	94	343

PROGRAM CHARACTERISTICS

The U.B.C. programme involves four years of academic study. Each year is comprised of the September-December and the January-April instructional periods. College programmes are of two years duration with each year of studies involving the September-December and the January-April instructional periods. Consequently, the university programme is 32 months and each college programme is 16 months in length.

The number of instructional hours, and of credit within these time periods varies rather considerably between institutions. The range per four month term of instruction seems to be from 16 semester hours of credit to 23 hours of credit. The range for a full two years of instruction appears to be from 66⅔ hours of credit to 85 hours of credit. Electives and proposed programme changes noted in several of the current calendars necessitate approximations of such instructional hours.

All programmes appear to have considered the curriculum developments for Recreation Career Preparation in other provinces and as presented by the National Recreation and Parks Association. There is evidence of a degree of consistency in core programme elements. As can be determined from calendar comparisons, virtually all programmes offer discrete courses in the majority of these core programme elements. Variations in the nature and extent of learning realized in these elements occur, of course, due to timetabling and to the extent of faculty and community resources that can be utilized. In most cases, where a specific learning area is not designated as being in the programme by a specific course name and number, the learning area is included in other related courses.

It was not possible to obtain data for the analysis of male to female enrolment and graduation ratios. There is some indication, however, that British Columbia programmes are characterized by an overall, pronounced ratio of two females to every male enrolled in and graduating from these programmes. This ratio has been rather consistent over the 1970-1975 period. It is not known if this distribution is the result of sex differences in selection criteria and processes, or in awareness of and affinity for the career field, or in related work experiences, or due to other factors.

The numbers being accepted into each programme varies somewhat but average about 28 students being admitted to the first year at each institution. The numbers graduating each spring have approximately stabilized at between 100 and 110 annual graduates. Initial enrolment figures appear to be governed more by the constraints of a manageable and economically feasible class size than by any specific data concerning "flooding the market". However, with the great majority of these graduates resulting from institutions located in the south west corner of the province, there are some indications from the rest of the province that few British Columbia graduates are available for employment in the interior regions.

RELATIONSHIPS OF PROGRAMMES TO EMPLOYMENT NEEDS

Methods and mechanisms to relate individual and total programmes of study to the provincial recreation employment market are most notable by their absence. Some isolated and unsophisticated attempts have sporadically been made during the 1970-1975 period but with little result or effect other than further emphasizing the absence of a provincial process or information base. Pronounced speculation about the recreation employment scene is now quite evident, and of both an optimistic and pessimistic nature. Several important but unstudied factors contribute to this speculation such as the impact of the Community Recreation Facilities Fund over recent years, observed employment positions in newspapers, community and regional population growth and expansion of several municipality and agency recreation delivery systems, and mobility among recreation personnel to name but a few.

To varying degrees, some faculty at the educational institutions attempt to post job vacancies and to perform some employment liaison functions. An apparent difficulty expressed by some of these faculty is the difficulty in finding unemployed graduates when job opportunities develop throughout the whole year (rather than during the spring graduation period). The British Columbia Recreation Association has played a significant role in the development of student summer employment opportunities and has attempted to communicate, to the field, information regarding each spring's graduates, their interests, training and preference. The Recreation Students' Association of British Columbia attempts most of the information gathering functions of this project

for the British Columbia Recreation Association. As well, the annual provincial recreation conference now evidences some attempts by faculty and these two organizations to establish a job mart--though this is still at a very low level of organization and effect, and has little ongoing impact beyond the conference time period.

Summer job opportunities presented by governments have, in theory, a relationship established between education and employment. The lack of proper lead-in time, however, tends to negate the potential benefits that such a relationship should foster. For the most part, the two factors of educational background and employment experiences are not mutually enhancing and no direct involvement of one with the other during the pre-employment, employment or post-employment phases occurs. In a few cases, some of the Leisure Services Branch consultants do attempt to highlight the summer employment opportunity as an educational extension. Essentially, though, such a relationship does not exist. The government, the employment field and the educational programmes are "missing the boat" in this opportunity. Inadequate funding and the absence of opportunity for government personnel, faculty and employers to jointly organize, coordinate and legitimately evaluate outcomes of learning and employment, and employment and learning, characterize this untapped area of mutual cooperation.

OTHER RECREATION EDUCATION DEVELOPMENTS

Along with the five programmes outlined, a number of related but less distinct leisure and recreation education opportunities have developed. In response to apparent needs of recreation employers, Cariboo College has initiated a summer term Diploma Programme in Leisure Studies. Douglas College and Camosun College have course offerings for furthering the education and training of recreation employees. There also appears to be increasing demand for courses in leisure and recreation studies from specific community groups, from recreation volunteers and part-time workers and from the general public and general student populations. Increases are also evident in the number of colleges offering university transfer recreation courses, and in the numbers of students pursuing such studies via college transfer programmes into second and third year university. No specific enrolment figures for these programmes and courses are yet available and the impact of increasing numbers seeking admission to the university degree programme is not known.

Efforts by some of the recreation field in cooperation with some of the recreation educators during the Fall, 1973, through the Spring, 1975, period have substantiated the existence of a "felt need" for a programme of studies in Recreation Facilities Maintenance and Management. Some out-of-province programmes in this field have been studied and preliminary curriculum guidelines for a British Columbia programme have been developed. The efforts of this ad hoc committee, however, have come to a standstill since June of 1975.

Within university physical education and education programmes for teacher preparation, some increases in elective courses and in recreation related courses have developed. These courses now afford some students minimal opportunities to acquire some preparation backgrounds and experiences for the Community Recreation 12 course. Simon Fraser University is developing a proposal for more recreation electives in its teacher preparation programme but neither the state of progress of this proposal, nor its possible date of implementation are known.

Curriculum development for the Master's Degree in Recreation at the University of British Columbia is progressing towards the implementation date of September, 1977. As well, the University of Victoria has been exploring the possibilities of an undergraduate degree, and a post-graduate degree in Leisure and Recreation Studies.

CONCLUSIONS

1. There has been pronounced change in both the provincial recreation career field and in post-secondary career education opportunities since 1963. Some of these developments were directed, in the sense that these were responses to the identified "felt needs" of 1963. Others have not had such specific direction from, or relation to the career field.

2. The growth of post-secondary career preparation opportunities over the past decade has negated the 1963 concept of vocational training in recreation leadership through the grade 12 elective subject of Community Recreation 12. Since 1965, however, an excellent opportunity has existed for the coordination of Community Recreation 12 as a pre-career training course with much greater application to the career field and specific relationships to the college and university programmes. Although some elements of the recreation field and a curriculum review committee's report have strongly indicated the need for such coordination, the Department of Education has not yet altered the instructional focus of the course, nor improved preparation programmes for teachers of the course, nor accommodated curriculum input from recreation personnel. The potential for integrated curriculums in career education from grade 12 through the colleges and universities is still totally undeveloped--even though greater educational expenditures for considerably more students at all levels must now be allocated each year.

3. Essentially, the changes in the career field and in related education areas have far outstripped the knowledge and the expressed needs that provided some planning perspectives in 1963. The development of the Bachelor of Recreation Education Degree Programme, and of the four college Diploma Programmes has been founded upon sound curriculum principles and concepts--though not on research into real provincial needs, and without overall provincial planning and coordination. The recreation professionals on the advisory committees, the recreation educators and the programme administrators involved in the design and implementation of curriculums have been the singular coordinating force and have provided the only considerations of accountability for programme relevance and graduate successes. These efforts, however, have mostly been in isolation of each other and certainly in the absence of any provincial coordination and accountability guidelines and methods.

4. The college advisory committee, while a valuable and productive avenue to accomplish liaison between some educators and some of the field, do not have the authority, responsibility, regularity, resources or information to do more than recommend on internal programme changes. These committees tend to function principally on an ad hoc basis and individual members from the field do not formally represent their organization or agency, do not have the responsibility of reporting programme matters to these organizations and agencies and do not have the authority to speak at advisory committee meetings for those organizations and agencies.

5. The recently re-activated Career Programmes Advisory Committee (September, 1975) of the Post-Secondary Division of the Department of Education attempts to advise the Minister of Education regarding college

programmes. It has expressed concern for the development of coordination and accountability guidelines and mechanisms for these career programmes. As well, the need for much greater articulation between college and university programmes has been identified. The proposed terms of reference for C.P.A.C. attempt to emphasize these, and related concerns. At this point in time, it is not known how the terms of reference have been received by the Minister of Education. However, even should the functions of coordination, accountability and articulation be approved, an extensive support system to accomplish these functions would have to be mobilized. Without such support systems, these functions cannot be realized. The lack of manpower and research capabilities characterizes the past and present efforts of this committee and highlight the immediate impossibilities of meeting the needs for provincial coordination through this single vehicle.

6. A number of provincial recreation organizations have made some attempts to decrease the education-employment information gap. Unfortunately, no single organization has been formally involved in an ongoing manner with provincial education authorities. No provincial recreation organization has established any executive position or formal committee to assume the functions of coordinating recreation education opportunities with the employment field. Neither the B.C.R.A., the P.R.S.B.C., the B.C.R.F.A., the R.P.E.C., nor the R.S.A.B.C. has any functions relating to the assessment of current programmes or to the determination of new programmes (though the P.R.S.B.C. did sanction Cariboo College's Summer Diploma Programme and did approve in principle the proposed U.B.C. Master's Degree In Recreation). It is only within the past few years

that these organizations have evolved to the level of possible contribution to the provincial coordination of education and employment opportunities. These functions, and those of certifying the levels of education and training could well be developed to a viable level within the next few years if initiated in the immediate future.

7. Current programmes contain, by design, many common elements--though variations in the intensity and focus of learning within each element can be recognized. No standardized assessment of the common and the unique curriculum elements exists to establish inter-institutional programme relationships. No governmental agent or recreation organization has assumed, or been given this function--although the R.P.E.C. has attempted some articulation and presented proposals to government on this matter.

8. Little information is available regarding the degree to which competencies developed by the separate programmes are applied to the various employment situations. Little evidence exists regarding changes in the nature and extent of competencies associated with new or developing employment positions. No system exists for accrediting the growing number of employment related workshops, seminars, short courses and other in-service training sessions in terms of their relationship to current educational programmes or professional certification opportunities. There are no clear, distinct relationships between the Community Recreation 12 courses, college programmes and university programmes; and none appear to be developing at this time. Throughout the province (particularly in the eastern and northern sectors) there is a noticeable information gap evidenced by the field and by prospective

students about the existing programmes, their educational objectives and curriculums and their relationships to employment. The few, periodic attempts to provide such information through the B.C.R.A. and the P.R.S.B.C. literature do not appear to have been effective or comprehensive enough.

9. The inter-session employment opportunities afforded students by government projects have not yet been developed in conjunction with existing recreation education programmes. The potential for education-employment integration must immediately be capitalized upon in order to realize far greater benefits than is currently the case.

10. There does appear to be a developing, provincial expression of the need for some formal programme in Recreation Facilities Maintenance and Management. The numbers of facilities recently constructed, the numbers of advertised employment positions in these capacities, and the increasing support from some of the provincial recreation organizations at least substantiate the need for a formal, provincial inquiry into this area of employment and education opportunities. Should such a programme be designed, it should have provincial portability rather than being locked into one campus and should effectively mobilize the resources of the recreation field for instruction and accreditation for employment. The inquiry and possible ensuing programmes should immediately involve Department of Education authorities and the involved provincial recreation organizations.

11. The total number of post-secondary recreation graduates each spring is now approaching, and should stabilize at approximately 100 (with about two thirds of these being female graduates). No information is available to indicate this number is too large or too small; nor is the impact of the female to male ratio known; nor is the specific nature and number of employment opportunities known. At the present time no accurate assessment of the need to reduce existing programmes or to develop additional college and/or university programmes can be made, particularly if a specific career employment focus is still to be applied as a basic rationale for such programmes.

12. However, in view of some current educational and societal developments, there appears to be a trend towards providing greater access to general leisure and recreation studies that do not have a specific, urban based recreation employment preparation focus. A post-secondary educational shift from the simplistic distinctions of academic and career programmes to the broader aspects of leisure education as equally meaningful educational service seems to be developing. An increase in the range of educational services for full time career employment, part time career employment, employment upgrading, volunteer training, meeting related needs of community groups, and general application to this leisure oriented society is now becoming evident. The Department of Education should reconsider the present system of institutional and programme classifications and should re-assess this developing range of educational services in terms of their effectiveness in helping to meet people's goals.

RECOMMENDATIONS

1. A Leisure Education Board is urgently needed to perform many of the coordinative functions that the existing Post-Secondary Education Committees cannot, at this time, perform.

2. A provincial leisure and recreation education programme matrix must be developed by which all such programmes can be related and coordinated.

3. The annual collection of student and graduate data, similar to that of the Ontario Inventory of Recreation Education Programmes, but with greater accuracy of information, must be established as a provincial function related to both Community Recreation 12 and post-secondary recreation education programmes in British Columbia.

4. Employment studies to establish trends in the leisure and recreation career fields and training and education demands must be initiated now and carried out annually, with particular attention to both developing specialization areas and the broad leisure services categories.

5. Results of the study by the Research Section of the Parks Branch on the Community Recreation Facilities Fund should be widely distributed to government departments, provincial recreation organizations and to all post-secondary educational institutions.

6. All post-secondary leisure and recreation education programmes should have advisory committees consisting of representatives of provincial recreation organizations and employing agencies charged with the responsibility and authority to report to those organizations and agencies and to speak for those organizations and agencies.

7. All post-secondary leisure and recreation programmes must be developed so as to be available to people throughout the province, particularly in the eastern and northern regions.

8. An inventory of educational expertise of recreation practitioners and of recreation educators should immediately be compiled as a resource for developing portable learning modules.

9. The review, assessment and appropriate accreditation of workshops, seminars, short courses and other in-service, upgrading opportunities for employees in the field should be designed so as to relate such educational opportunities to the components of established post-secondary leisure and recreation education programmes.

10. The numbers of students enrolled in existing leisure and recreation education programmes should be held at their present levels for at least the next few years.

11. It would seem appropriate to initiate an inquiry into some of the reasons for the past and present female to male ratio of students and graduates, and to explore the implications of this ratio upon the needs of the career field.

12. A post-secondary programme in Recreation Facilities Maintenance and Management, of a portable nature operating from a base institution, should be implemented by January of 1977.

13. Government-sponsored inter-session employment opportunities need much greater liaison with current leisure and recreation education programmes, and should be more related to field placement functions.

14. The Master's In Recreation Degree proposed for the University of British Columbia should be implemented by the fall of 1977.

15. The proposed undergraduate programme in leisure education at the University of Victoria should be reviewed by the Leisure Education Board and further substantiated by the field. Should such substantiation be realized, the programme should be implemented by the fall of 1977.

16. All other new leisure and recreation education programme proposals should be directed to the Leisure Education Board for its review and action.

17. All Community Recreation 12 courses to be offered commencing in the fall of 1976 should be reclassified as Physical Education 12, with equal credit towards High School Graduation, to legitimize their primary focus on Physical Education and Lifetime Sports. Those courses planning to offer a major emphasis on volunteer and pre-career recreation leadership should submit their curriculums to the Leisure Education Board prior to the end of May, 1976, for Community Recreation 12 consideration and classification before September of 1976.

18. Teacher preparation programmes for Community Recreation 12 must immediately be implemented at the universities, and in-service opportunities must be extended to current teachers of this subject.

19. Lifetime Sports and broader Recreation Participation Skills (physical, social and creative) should be introduced in earlier grades than grade 12, either within a revised Secondary Physical Education Curriculum or through local curriculum development.

20. A provincial conference of involved government departments, provincial recreation organizations, employing agencies and recreation students should be organized to present, discuss and develop further plans to resolve issues and concerns raised in this study.

21. The present post-secondary classification of programmes as academic or career should be reviewed in light of recent educational and societal trends.

2. POST-SECONDARY EDUCATION - A FOCUS UPON GRADUATES

Purpose and Source of Data

This portion of the project concentrated upon recreation graduates of post-secondary programmes in British Columbia. The study was designed to identify: 1) the current employment status of recreation graduates; 2) their current professional responsibilities; 3) the post-secondary curriculum needs of graduates entering the leisure service field; and 4) course areas deemed essential and requiring especial emphasis in current professional preparation programmes in leisure studies.

Development of the Survey Instrument

Within the limitations of the study, the questionnaire was considered to be the most appropriate research instrument. Two instruments were utilized at a three-week interval. Each was divided into two basic sections: a biographical inventory and professional preparation. The first instrument was concerned with the identification of selected subject areas of study that had the most beneficial carry-over value to the required tasks commensurate with level of responsibility. The second survey focused upon priority substance areas which should receive increased emphasis in current preparatory programmes. References in the development of the survey questionnaires were the Broom Report[1] and two studies conducted in Ontario by the research teams of Knott and Crowe (1972)[2] and Ng and Griffith (1973)[3]

Selection of the Sample and Application of the Survey Instrument

The study focused upon recreation graduates from three diploma-granting community colleges and from one university. Institutions included were: 1) Capilano College; 2) Malaspina College; 3) Vancouver Community College, Langara Campus; and 4) the University of British Columbia. Cariboo College refrained from participating in this study.

Lists of recreation graduates were obtained from the Registrar's office or the alumni office of the respective institutions. Selection of the sample was hampered by incorrect addresses for some students, foreign travel of others, and by the mail strike. In many cases, initial contact was by telephone or through the assistance of recreation personnel, colleagues, and Leisure Services consultants.

A total of 209 recreation graduates from the years 1970-1975, inclusive, were identified and included in the first sample. Of these, 123 were from the college and 86 from the university. Fifty questionnaires were returned because of inaccurate addresses, and of the 149 completed questionnaires returned, 19 were incorrectly completed. Of the total usable sample of 130 questionnaires, 68 were from community college graduates and 62 were from graduates of the University of B.C. This represents 62 per cent of the total identifiable population.

The second survey instrument was sent to those individuals from the first sample who showed sufficient interest to add their personal comments to the initial survey.

Descriptive Statistics

The data obtained were transferred to IBM cards to permit electronic data processing. The statistical techniques employed in the analysis were: 1) percentage analysis; 2) calculation of means; 3) calculation of rank order; and 4) calculation of chi square tests for independence.

To more fully describe biographical characteristics of the subjects, frequency distribution and percentage calculations were utilized.

A mean rating for each variable concerned with professional preparation was calculated. The mean evaluations were based upon a 6.0 point weighted scale which was used in responding to the statements. The mean rating categories used in the interpretation of the scale were:

Most beneficial to occupational field	4.50-6.00
Contributed tools and knowledge	3.50-4.49
No carry-over value	1.50-3.49
Should not be part of programme	1.49 or less

The chi square test for independence of variables was employed to test the hypothesis that no significant relationship existed between selected dependent and independent variables.

Definition of Terms

College Graduate: refers to one who graduated during the years 1970 through 1975 (inclusive) from a British Columbia Community College which offers a recreation diploma.

University Graduate: refers to one who graduated from a degree programme in recreation in British Columbia during the years 1970 through 1975 (inclusive).

Position Responsibility:

1. "Administrative" refers to a job level in which the incumbent is primarily responsible to persons outside the department or organization in which he is employed. Responsibilities include the supervision of staff, finances, and overall responsibility for the department.

2. "Supervisory" refers to a job level in which the incumbent is responsible primarily to the chief executive of the department or organization. The prime responsibilities of the job include the supervision of staff and/or recreation services for a geographical area or for specific programme areas or facilities.

3. "Direct Leadership" refers to a job level in which the incumbent is responsible primarily for the provision of direct face-to-face leadership. Ordinarily such a person would work directly with community groups, or with individuals in the community, or with persons in a particular institution.

4. "Natural Resource Management" refers to the job level in which the incumbent is primarily responsible for the management of a natural resource area.

Annual Salary: refers to the sum total of all monies received from an employer for services rendered during a 12-month period.

Salary for Part-Time Employment: refers to the sum total of all monies received from an employer for services rendered on a part-time basis (less than 35 hours per week).

Professional Preparation: refers to the general knowledge areas which were an integral part of the recreation programme prior to graduation. Several specific courses would constitute a general knowledge area.

Analysis of Data

Employment Status

The employment status of 130 graduates in relation to the variable of sex, chronological age, type of institution attended, employment, and employment in the recreation and leisure industry were analyzed and are presented in this section.

The distribution of employed and unemployed male and female recreation graduates (1970-1975) is revealed in Table 1.

TABLE 1. EMPLOYMENT STATUS OF THE 1970-1975 RECREATION GRADUATES BY SEX

	Employed	Unemployed	Total	
			N	%
Male	39	6	45	35
Female	75	10	85	65
N	114	16	130	
%	88	12		100

Table 1 reveals that 88 per cent of the sample of recreation graduates were employed at the time of the study. It is noted that the ratio of employable female to male graduates approximates 2:1. It appears that sex as a variable was not related to the employability of recreation graduates as revealed by the obtained chi square value of 5.22 which was not significant at the .05 level.

The chronological age of recreation graduates related to employment level is presented in Table 2.

TABLE 2. EMPLOYMENT STATUS OF THE 1970-1975 RECREATION GRADUATES BY CHRONOLOGICAL AGE

Age	Employed	Unemployed	Total	
			N	%
20 or under	5	2	7	5
21 - 25	73	9	82	63
26 - 30	31	3	34	26
31 - 35	4	1	5	4
36 and over	1	1	2	2
N	114	16	130	
%	88	12		100

Eighty-nine per cent of the respondents were between the ages of 21 to 30, inclusive. Of this group, 68 per cent were employed and were between 21 and 25 years of age, while 27 per cent of those in the age interval 26-30 were employed. The chi square analysis revealed that chronological age was not significantly related to the employment status of recreation graduates as illustrated by the chi square value of 4.48.

Table 3 presents the employment and unemployment data according to the type of institution from which the individual graduated in recreation.

TABLE 3. EMPLOYMENT STATUS OF THE 1970-1975 RECREATION GRADUATES BY TYPE OF HIGHER EDUCATION INSTITUTION

	Employed	Unemployed	Total	
			N	%
College	61	7	68	52
University	53	9	62	48
N	114	16	130	
%	88	12		100

More than three-quarters (88 per cent) of the sample accepted employment. Of those employed, the proportion of college graduates and university graduates were approximately the same (52 per cent and 48 respectively). There appears to be no relationship between employment status of the graduate and the type of higher education institution attended as the obtained chi square value of 1.54 was not significant at the .05 level.

Table 4 illustrates data relative to graduates employed in the recreation and leisure field with reference to the type of higher education institution attended.

TABLE 4. RECREATION GRADUATES OF 1970-1975 WORKING IN THE FIELD OF RECREATION BY TYPE OF HIGHER EDUCATION INSTITUTION ATTENDED

	Employed in the Recreation Field	Total Employed	Per Cent of Employed
College	51	61	84
University	36	53	68
N	87	114	77

Eighty-seven individuals (77 per cent) of the employed sample accepted positions in the recreation and leisure service field. Eighty-four per cent of employed community college graduates and 68 per cent of employed university graduates were working in recreation and leisure service positions.

Graduates were employed at various levels with several types of leisure delivery systems. Employee levels within the systems are described in Table 5.

TABLE 5. EMPLOYMENT OF THE 1970-1975 RECREATION GRADUATES ACCORDING TO EMPLOYMENT RESPONSIBILITY BY TYPE OF HIGHER EDUCATION INSTITUTION ATTENDED

Employment Responsibility	College	University	Total	
			N	%
Administration	9	11	20	17
Supervision	21	14	35	31
Direct Leadership	21	11	32	28
Unclassified	10	17	27	24
N	61	53	114	100

At the time the data were collected, one half of the sample (49 per cent) performed administrative or supervisory functions, with the division of graduates being 17 per cent administrative and 31 per cent supervisory. Twenty-eight per cent of the graduates held direct leadership positions, while one quarter of the sample (24 per cent) did not identify with any of the employment levels. It is noted that a slightly larger number of college graduates identified with supervisory responsibilities than did university graduates, but the situation was reversed with respect to administrative positions.

The type of employing agency is catalogued in Table 6.

TABLE 6. EMPLOYMENT OF THE 1970-1975 RECREATION GRADUATES BY EMPLOYMENT AGENCY ACCORDING TO SEX

Employment Agency	Male	Female	Total	
			N	%
Urban Settlement:				
Municipal parks and recreation	14	31	45	39
Youth-serving agency	4	3	7	6
Elementary school	1	3	4	4
Junior secondary school	-	1	1	1
Senior secondary school	-	1	1	1
Community school	1	6	7	6
Community college	1	1	2	2
University	-	-	-	-
Provincial Government:				
Resource recreation oriented	2	2	4	4
Non-resource recreation	1	2	3	2
Grant or contract	2	3	5	4
Federal Government:				
Resource recreation oriented	-	-	-	-
Non-resource recreation	-	-	-	-
Grant or contract	-	3	3	2
Special Populations:				
Medical setting	-	4	4	4
Corrections	-	1	1	1

TABLE 6. Continued

Employment Agency	Male	Female	Total	
			N	%
Private/Commercial:				
Commercial recreation	3	1	4	4
Commercial non-recreation	4	5	9	8
Self-employed recreation	2	-	2	2
Self-employed non-recreation	2	-	2	2
Unclassified:	2	8	10	8
N	39	75	114	100

More than three quarters of the sample (85 per cent) were employed in tax-supported agencies. The majority of the graduates (67 per cent) were employed by agencies whose primary focus was the urban settlement. By far the largest group worked for municipal recreation departments.

TABLE 7. EMPLOYMENT OF THE 1970-1975 RECREATION GRADUATES BY EMPLOYMENT AGENCY ACCORDING TO TYPE OF HIGHER EDUCATION INSTITUTION ATTENDED

Employment Agency	College	University	Total	
			N	%
Urban Settlement:				
Municipal parks and recreation	27	18	45	39
Youth-serving agency	1	6	7	6
Elementary school	3	1	4	4
Junior secondary school	1	-	1	1
Senior secondary school	-	1	1	1
Community school	3	4	7	6
Community college	2	-	2	2
University	-	-	-	-
Provincial Government:				
Resource recreation oriented	3	1	4	4
Non-resource recreation	-	3	3	2
Grant or contract	3	2	5	4
Federal Government:				
Resource recreation oriented	-	-	-	-
Non-resource recreation	-	-	-	-
Grant or contract	-	3	3	2
Special Populations:				
Medical setting	2	2	4	4
Corrections	-	1	1	1

TABLE 7. Continued

Employment Agency	College	University	Total	
			N	%
Private/Commercial:				
Commercial recreation	4	-	4	4
Commercial non-recreation	7	2	9	8
Self-employed recreation	1	1	2	2
Self-employed non-recreation	1	1	2	2
Unclassified:	3	7	10	8
N	61	53	114	100

Approximately the same proportion of college and university graduates (60 per cent and 56 per cent respectively) were employed by agencies which focus upon the human settlement. The remaining 30-40 per cent were distributed among provincial and federal government departments and self-employment or commercial ventures.

TABLE 8. RECREATION GRADUATES OF 1970-1975 CONTINUING THEIR FORMAL EDUCATION SINCE GRADUATION BY TYPE OF HIGHER EDUCATION INSTITUTION ATTENDED

	Continue Education	Total	
		N	% of N
College	26	68	38
University	29	62	47
	55	130	42

Table 8 illustrates that less than one half (42 per cent) of the recreation graduates from college and university programmes continue their formal education. It should be noted that one quarter of the sample graduated in 1975, and many of these may yet decide to continue their formal education. Both full and part time studies were undertaken by those who continued their formal education.

Areas of continued study are outlined in Table 9.

TABLE 9. AREAS OF FURTHER STUDY OF THE 1970-1975 RECREATION GRADUATES BY TYPE OF HIGHER EDUCATION INSTITUTION ATTENDED

	College	University	Total	
			N	%
Non-recreation at college	6	5	11	20
Recreation at college	3	3	6	11
Non-recreation at university	6	9	15	27
Recreation at university	4	2	6	11
Non-recreation at graduate school	7	9	16	29
Recreation at graduate school	-	1	1	2
	26	29	55	100

It is noted that 6 of the 10 college graduates who enrolled in a university programme after completing a college diploma selected to pursue a non-recreation degree programme. Further, 9 of the 10 university graduates who pursued graduate studies registered in non-recreation graduate programmes. It should be noted that several persons mentioned their desire to pursue education as a career, while others entered administrative management programmes with the intention of re-entering the leisure service field.

Professional Preparation

Each participating graduate was asked to rate the applicability of specific competency areas to his employment responsibility. Competencies were divided in accordance with a topical application scheme. The rating scale utilized to determine priority competence components was:

7 Did not take a course in that area

6 Most beneficial contribution to the occupational field

5 Very beneficial contribution to the occupational field

4 Contributed some tools and knowledge relative to the occupational field

3 Little contribution to the occupational field

2 No carry-over value to the occupational field

1 Should not be included in the programme of study

Ratings were recorded for only those respondents who had taken a course in that subject area, and mean ratings were calculated for each competency. Subject areas with a mean of 4.5 or greater (considered as having a carry-over value very beneficial to the employment field) are included in Table 10. Subject areas with lower mean ratings are listed in the Appendix.

TABLE 10. MEAN BENEFIT OF COURSE AREAS INCLUDED IN PROFESSIONAL PREPARATION PROGRAMMES DERIVED THROUGH OCCUPATIONAL RESPONSIBILITY ROLES

Subject Area	Persons Who Studied Subject Area (total N=130)		Mean Carry-over Value
	N	%	
Foundations			
Philosophy -- Recreation and Leisure	128	98	5.0
Sociology of Leisure	108	94	5.5
Trends and Problems	121	93	5.0
Management/Administration			
Fiscal Planning	107	83	4.5
Personnel Management			
Human Relations	113	87	4.8
Staff Harmony	94	72	4.5
Personnel Appraisal and Evaluation	103	79	4.5
Leadership and Programme			
Community Organization	113	88	4.8
Group Dynamics	120	92	5.1
Leadership Techniques	128	98	5.2
Programming Man-Made Facilities	115	88	5.0
Public Relations Techniques	112	87	5.0

TABLE 10. Continued

Subject Area	Persons Who Studied Subject Area (total N=130)		Mean Carry-over Value
	N	%	
Technical Tools			
Audio-Visual Equipment	68	51	5.0
Report Writing	103	79	5.0
Research Methods	97	75	4.6
Communication Arts			
Public Speaking	84	65	5.0
Use of Media	88	68	4.6
Programme Skill Activity			
Crafts	100	77	4.6
Outdoor Resource Oriented	116	89	5.0
Outdoor Living Skills	110	85	5.0
Indoor Physical Skills	123	95	5.0
Social Recreation Skills	123	95	5.0
Field Experience			
Field Work	130	100	5.0
Field Trips	125	96	5.0
Support Courses			
English	124	95	4.6
Psychology	124	95	4.7
Environmental Studies	65	50	4.6

TABLE 10. Continued

Subject Area	Persons Who Studied Subject Area (total N=130)		Mean Carry-over Value
	N	%	
Career Programmes			
Community Recreation	119	92	5.1
Outdoor Recreation and Education	117	92	5.1
Special Populations	105	81	5.0
Youth Agencies	102	76	4.7

Although Philosophy of Recreation and Trends and Problems were considered a good basis as a foundation course, the majority of respondents ranked the Sociology of Leisure as the content area which had the strongest carry-over value to their work tasks. Under the classification of Management/Administration, only Fiscal Planning was selected as having significant application to work force responsibilities (mean 4.5). In the Personnel Management category, Human Relations received the highest carry-over rate (mean 4.8). Similarly, in the Leadership and Programme category, Leadership Techniques (mean 5.2) was reported to be the most beneficial competency acquired during professional preparation.

Only 51 per cent of the sample completed study in the use of audio-visual equipment as a technical tool. However, those respondents who studied its substance considered the skill to be most beneficial to their work responsibility (mean 5.0). The ability to write reports was

also considered to be of professional benefit by 79 per cent of the sample who studied it as an academic subject (mean 5.0). Less than 70 per cent of the graduates had studied Public Speaking techniques or the Use of Media as communication methods, yet those individuals who studied public speaking found a strong carry-over value to their employment responsibility.

Programme activity skills tended to have high application to the work tasks of graduates, although crafts (mean 4.6) was not rated as high as the other areas. Field work and field trips were also considered to be an essential part of preparatory programmes. In fact, all graduates participated in field work tasks and rated their carry-over value with a mean of 5.0. It is of interest to note that Environmental Studies was a subject area pursued by only one half of the graduates, yet the transferral of its substance to work situations was sufficiently high (mean 4.6) to warrant its inclusion in this table. The career programmes of Community Recreation, Outdoor Recreation and Education, and Special Populations received high mean values (5.0 and over), indicating their relative importance to the work force.

A second survey was sent to sixty individuals who took the time to write pertinent comments on the initial survey instrument. This second survey identified those subject areas which graduates considered to be worthy of increased emphasis in formal educational programmes. Means were calculated for each competency, with a mean rating of 4.0 or better considered as indicative of those subject areas which require increased concentration.

The rating scale utilized in the second survey instrument was:

5	Primary emphasis	-- requires greatest concentration in a programme
4	Very important	-- requires increased concentration from current practice
3	General knowledge	-- required for the field and should be part of the curriculum
2	Little significance	-- minimal importance
1	Should not be included in the programme of studies	

Table 11 presents the subject areas whose mean ratings warrant increased emphasis in formal educational programmes, and also includes the mean carry-over value ascribed to each subject area on the initial survey. Since all respondents rated each subject area, the total N=60.

TABLE 11. SUBJECT AREAS REQUIRING INCREASED EMPHASIS IN PROFESSIONAL PREPARATION CURRICULA

Subject Area	Mean Carry-over Value (6.0 scale)	Mean Emphasis Value (5.0 scale)
Management/Administration		
Office Management Procedures	3.8	4.3
Area and Facility Planning	4.0	4.0
Urban and Regional Planning	3.8	4.3
Personnel Management		
Human Relations	4.8	4.3
Leadership and Programme		
Programming Man-Made Facilities	5.0	4.4
Public Relations Techniques	5.0	4.4
Communication Arts		
Public Speaking	5.0	4.0
Use of Media	4.6	4.2
Field Experience		
Field Work	5.0	4.3
Career Programmes		
Community Recreation	5.1	4.3
Outdoor Recreation and Education	5.1	4.3
Special Populations	5.0	4.3
Youth Agencies	4.7	4.3

In analyzing Table 11, one must consider the fact that two separate rating scales have been utilized. Therefore, purely numerical comparisons are misleading, (e.g., for Area and Facility Planning, a 4.0 mean Emphasis Value is more important than a 4.0 mean Carry-over Value.)

None of the subject areas in the Management/Administration category had a sufficiently high mean carry-over value to warrant its inclusion in Table 10, yet each mean emphasis value is 4.0 or higher. This might indicate that the substance of the present course offerings is not of sufficient depth to be applied significantly in employment situations. All other subject areas listed in Table 11 have high carry-over value to the field, but require increased emphasis in current curricula.

FINDINGS

Pertinent findings relative to the sample of 130 graduates in recreation from community colleges and the University of British Columbia (1970-1975) are presented according to the following sectional format: 1) characteristics of the respondents, 2) current employment status of graduates, 3) continuation of formal education, and 4) assessment of professional preparation. It should be emphasized that data are presented and analyzed on the basis of the five-year period rather than by individual years.

CHARACTERISTICS OF THE SAMPLE

Sex

The participating sample consisted of nearly twice as many females as males (65 per cent and 35 per cent respectively).

Educational Level Achieved

Sixty-eight (52 per cent) of the respondents had achieved a college diploma, while 62 (48 per cent) had achieved an undergraduate degree in recreation education.

Chronological Age

Eighty-two individuals (68 per cent) were 21-25 years of age, while 34 (26 per cent) were 26-30 years of age.

Terms of Graduation

Twenty-four individuals (18 per cent) graduated in the years 1970 and 1971, 41 individuals (32 per cent) graduated in 1972 and 1973, and 65 individuals (50 per cent) graduated in 1974 and 1975.

EMPLOYMENT STATUS

1. More than three-quarters of the sample (88 per cent) were employed.
2. Approximately the same proportion of college graduates and university graduates were employed (52 per cent and 48 per cent respectively).
3. Slightly more than three-quarters (87 per cent) of those employed were working in the leisure service field. More college graduates accepted employment in recreation and leisure than did university graduates, as illustrated by 84 per cent and 68 per cent respectively.
4. A slightly greater proportion (11 in number) of university graduates identified their primary role as administrative but the situation was reversed with respect to supervisory positions.
5. The principal employers of recreation graduates were urban-centered educational and recreation agencies. Thirty-nine per cent of the respondents were employed by municipal departments of recreation and parks, eighteen per cent were employed by school boards, and four per cent were employed to work with special populations in hospitals, correctional institutions, and homes for the aged.

CONTINUATION OF FORMAL EDUCATION

6. Forty-two per cent of the 130 graduates registered for continued formal education after they earned a recreation diploma or a recreation education degree. The composition of this group was 26 college graduates and 29 university graduates. Those who returned to a higher education institution participated on both a part-time and a full-time basis.

7. The majority of college and university graduates (76 per cent) who continued their formal education pursued studies that were non-recreation oriented. Only 13 individuals out of 55 pursued further education with a recreation emphasis.

PROFESSIONAL PREPARATION

College and university curricula were analyzed to determine the comparative importance of specific subject areas in preparing the individual to perform the tasks required as his level of employment responsibility.

Foundations

8. Sociology of Leisure was the foundation subject area deemed most essential to the field. This was awarded a mean of 5.5 out of a possible 6.0. However, it was not deemed essential to give additional concentrated emphasis to this subject in formal preparatory programmes (mean of 3.6 on a 5.0 scale).
9. Philosophy of Recreation and Trends and Problems each received a mean of 5.0 on a 6.0 scale.

Management and Administration

10. Fiscal Planning received the strongest response (mean of 4.5 on a 6.0 scale) by employed graduates, 83 of whom considered that subject and its associated skills to be essential and beneficial. It also received the strongest response (mean 4.8 on a 5.0 scale) for a more concentrated emphasis in preparatory programmes.

11. It is of interest to note that Facility and Area Management, Office Management Processes, Urban and Regional Planning, and Development of a Master Plan were each awarded a mean of above 4.0 on a 5.0 scale for increased emphasis. It is also noteworthy that 30 to 40 per cent of the participating sample did not have any exposure to these areas of study.

Personnel Management

12. Both college and university graduates deemed Human Relations to be an essential and necessary competency (4.8 on a 6.0 scale). This also received a mean of 4.3 on a 5.0 scale to receive increased emphasis in formal curricula.

Leadership and Programme Activity

13. Virtually all participants were exposed to at least one course concerned with leadership techniques. A mean of 5.2 on a 6.0 scale was awarded this study area relative to its applicability to the occupational setting. Also on the 6.0 scale, Group Dynamics, Programming Man-made Facilities, and Public Relations Techniques were each awarded a mean of 5.0. Of these, graduates indicated that only Programme Planning (mean of 4.4 on a 5.0 scale) and Public Relations Techniques (mean 4.4 on a 5.0 scale) required greater emphasis in current curricula.

Technical Tools

14. Report Writing, as studied by 79 per cent of the respondents, was considered an essential skill for professional recreation personnel (mean of 5.0 on a 6.0 scale).

Communication Arts

15. Sixty-eight per cent of the graduates participated in courses which focused upon public speaking skills. With a mean of 5.0 on a 6.0 scale, it is suggested that such skills are beneficial to the practitioner in recreation. This subject area received a mean of 4.0 on a 5.0 scale to indicate an expressed need for increased emphasis in formal professional development programmes.

Programme Components

16. Four programme competencies (each with a mean of 5.0 on a 6.0 scale) were deemed essential to the field. These were: Outdoor Activity, which focuses upon and utilizes natural resources, Outdoor Living Skills, Indoor Physical Activity, and skills associated with Social Recreation.

Field Experience

17. All participants considered their field work to be essential and necessary (mean of 5.0 on a 6.0 scale). It was stressed that field work receive increased emphasis during one's formal preparation (mean of 4.3 on a 5.0 scale).
18. Field trips were also considered to be essential and applicable by 96 per cent of the participants.

Support Courses

19. English, Psychology, and Environmental Studies each received a mean of 4.6 on a 6.0 scale relative to their relevance to the field. It should be noted that only 50 per cent of the respondents had studied Environmental Studies, yet it received a strong carry-over value score.

Career Areas

20. Ninety-two per cent of the sample had studied substance identified as Community Recreation and Outdoor Recreation/Outdoor Education and deemed them to have high carry-over value to the field of recreation and leisure services (mean of 5.1 each on a 6.0 scale). Means of 4.3 on the 5.0 scale indicated that these two subject areas should receive greater emphasis in preparatory programmes.
21. Special populations (hospitals, corrections, senior citizens) and youth-serving agencies were studied by a lower percentage of students but received means of 5.0 and 4.7 respectively on a 6.0 scale. On the 5.0 scale these two subject areas received means of 4.3, illustrating an apparent need for greater emphasis in preparatory programmes.

CONCLUSIONS

1. Variables such as sex, chronological age, and type of higher education institution attended were not related to the employment status of graduates, (Tables 1, 2, and 3). These variables did not affect the ability of the individual to locate employment.

2. Almost ninety per cent of the graduates from post-secondary recreation curricula (1970-1975) found employment. Of these, more than three quarters accepted employment which involved the performance of a recreation function in a leisure delivery system, (Table 4).

3. It appears that the type of higher education institution attended is not directly related to the level of responsibility assumed by graduates, (Table 5).

4. The majority of graduates employed in recreation served as a member of a tax-supported agency, (Table 6).

5. Municipal departments responsible for the provision of leisure services in the human settlement appear to be the primary employment agency for recreation graduates. Education institutions (elementary, secondary, and community schools) were the second major employment agency. Very few graduates appeared to find permanent employment with agencies whose primary concern was that of the special population (hospitals, correctional institutions, and homes for the aged).

6. More graduates from university recreation curricula pursue continued formal education than do recreation graduates from a community college, (Table 8). Graduates of recreation curricula who continue their formal education in institutions of higher learning tend to pursue programmes which do not have a recreation and leisure studies

emphasis, (Table 9). Many individuals considered school teaching as a more personally beneficial career pattern than recreation and leisure studies. Others pursued management programmes with the intention of returning to the field of recreation and leisure studies.

7. Curriculum emphases in post-secondary recreation education appear to be restricted to a narrow set of skills which are not marketable in the urban settlement. It was noted that few graduates found employment outside that setting, thus suggesting either that a limited interpretation of recreation and leisure services prevails in both the educational institutions and the occupational field, or that the competencies acquired through preparatory programmes have little or no market value in terms of contemporary needs in other settings.

8. Course work which focused upon management/administration was identified as requiring much greater emphasis in preparatory programmes, (Table 11). However, the extent to which two-year and four-year programmes are to work toward the fulfillment of a pre-determined management competency remains to be defined by both the occupational field and the educational institutions. Graduates from both programmes stressed personal managerial skill deficiencies.

9. Employed graduates appear to be heavily concentrated in the urban settlement, but by their own admission require increased emphasis in area and facility planning and in urban and regional planning, (Table 11). Apparently, content in these two areas has been somewhat shallow if not superficial. It appears that the integration of content relative to the planning processes mentioned above would be an essential component for individuals engaged in both urban and non-urban recreational environments.

10. A high proportion of graduates participated in leadership and programme development courses as part of their formal preparation. Since the areas of human relations and public relations were identified as competencies which need upgrading, (Table 11), it appears that current leadership preparation focuses primarily upon organizational skills for activities. There appears, therefore, to be minimal exposure to a macro approach to the whole area of leadership techniques relative to people, facility, and resource management applicable to the distribution of leisure services. In addition, optimum programming of facilities was deemed a deficient competency by many graduates. Since the content of leadership courses tended to have carry-over value to the work force, it would appear that the primary emphasis of current curricula is face-to-face leadership.

11. All graduates considered field work as of primary importance in terms of their current responsibilities and stressed the need for increased field experiences, (Table 11).

12. Graduates consider it essential to increase the curriculum emphasis of such career areas as community recreation, outdoor recreation and education, special populations, and youth-oriented agencies, (Table 11).

13. A study of the total numbers of students who took courses in each subject area (Appendix) indicates that several of the more sophisticated competencies related to modern society and its management are not part of the current preparatory professional education of recreation personnel. Courses concerned with research methods, statistics, and basic knowledge of computers seemed to be lacking among graduates. In addition, managerial skills such as personnel evaluation, budget control, programme development and evaluation, and planning either receive minimal emphasis or are unavailable to the student.

RECOMMENDATIONS

1. That individuals responsible for formal recreation curricula and continuing education programmes offered through higher education institutions consider the findings of this study as they apply to possible curriculum revisions.

2. That decentralized continuing education opportunities be provided which focus upon executive functions in the management of leisure delivery systems.

3. That the Leisure Services Department host a meeting of appropriate recreation educators and resource management personnel responsible for leisure or visitor services for the purpose of developing a set of guidelines by which to identify competencies directed toward human management through recreation in a natural resource setting.

4. That the Leisure Services Department initiate a meeting of selected recreation educators, practitioners, and health officials to develop guidelines by which to identify competencies necessary to generate personnel capable of working with special populations.

5. That further research be conducted to determine:

   a. Variables associated with salary levels for recreation graduates during initial and subsequent years of employment.

   b. Specific employment functions performed by graduates during their initial employment and during subsequent years.

   c. Variables which contribute to the apparent high transfer of graduates out of recreation curricula when pursuing post-graduate formal education.

d. Differences and similarities which should be recognized and understood relative to the competencies acquired through recreation curricula at the college and the university level.

e. Biographic data, educational background, and professional competencies of personnel whose professional preparation was not in recreation and leisure studies but who are employed by leisure delivery systems and assigned to perform a recreation function.

f. The status and dimension of the recreational function of employees whose work is directly related to the open space or natural resource base as separate from leisure services in the human settlement.

g. "Man power" demands of diverse leisure delivery systems including urban, regional, provincial, federal, industrial, and commercial agencies and departments.

3. RECREATION EMPLOYERS' PERCEPTIONS OF VARIOUS PROFESSIONAL COMPETENCIES, CURRENT TRAINING AND NEEDED TRAINING FOR RECREATION PERSONNEL IN BRITISH COLUMBIA

Purpose of the Study

This study was conducted as a portion of a major study commissioned by the Leisure Services Branch, Province of British Columbia pertaining to the analysis of post-secondary training of recreation professionals in British Columbia. In particular, this study sought answers to the following questions:

1. What are the competencies perceived by recreation and park administrators and/or supervisors, to be most beneficial or required at the three common levels of function, namely administrative, supervisory and direct leadership?

2. To what extent are graduates of accredited training programmes employed in recreation systems in the province?

3. What are the impressions of employers toward graduates of British Columbia recreation training programmes in terms of areas of strength and areas where strengthening could occur?

4. What are recommended vehicles to facilitate professional development for those working in the field?

DATA COLLECTION TECHNIQUES

The formal selection of a sample was inhibited due to the unavailability of usable sampling frames and insufficient time to develop such frames.

As an alternative an attempt was made to identify an approximation of the universe comprised of an estimate of the proportion of the recreation and park personnel in the province according to: 1) municipal recreation and parks, 2) regional recreation and parks, 3) provincial personnel, and 4) private and voluntary agencies.

The following specific procedures and resources were utilized:

1. A mailing list developed and utilized by John K. Larsen for a study conducted in 1975 titled, "An Analysis of the Duties of Municipal Parks and Recreation Workers in British Columbia", was deemed an excellent resource for locating respondents from municipal departments. After minor modifications, 114 persons who had job titles considered supervisory or administrative in both park and recreation positions were selected and mailed questionnaires.

2. The individuals who were identified as supervisors by the graduates serving as respondents in the Arnold study were also mailed questionnaires.

3. The Leisure Services Branch Consultants and a minimum of twelve selected individuals cited as employers in the provincial parks system were likewise invited to participate as respondents in the study.

4. Finally, several questionnaires were distributed to supervisory and administrative personnel who attended the regional open hearings held in November and December.

A total of 164 persons received questionnaires and of the 78 returned questionnaires, 72 (44 per cent) were usable. In consideration of the absence of suitable sampling frames readers must be cautioned that the results may not necessarily reflect the actual conditions and situation in the province throughout all four groups of employers.

However, this investigator expresses confidence to the extent that the Larsen mailing list of municipal park and recreation practitioners enabled a representative census of that particular group. Further, the responses according to geographic areas of the province tend to indicate a proportionate census.

The mailing of questionnaires was completed on December 11 and December 29. A follow-up letter was mailed to the initial group on January 5, 1976 and questionnaires received to January 23 were included in the study.

RESEARCH DESIGN

The Survey Instrument

An extensive eight-page questionnaire (Appendix D) was developed for the purpose of obtaining relevant data concerning the four primary purposes of the study. The majority of the design concerned itself with professional preparation with associated competencies and training needs.

More than three pages of questionnaire content centered around eight different competency areas. Within each of the areas more specific competencies were identified totalling 56.

A pre-test was conducted with supervisors and administrators in both the public and private or voluntary sectors. The pre-test confirmed the notion that all components of the questionnaire were satisfactorily sound and the regimen of competencies were representative.

The length of the questionnaire was initially a concern to the researcher. However, an average of 30 minutes was sufficient to complete the questionnaire according to the pre-test.

Definition of Terms

The following terms were afforded definitions particular to this study:

1. "Recreation System" refers to the providers of recreation services such as municipal departments, regional districts, private, voluntary organizations and the like.

2. "Administrative Position" refers to a job level in which the incumbent is primarily responsible to persons of the recreation system in which he is employed. Responsibilities include the supervision of staff, finances and overall responsibility for the department.

3. "Supervisory Position" refers to a job level in which the incumbent is primarily responsible to the chief executive of the department or organization. The prime responsibilities of the job include the supervision and/or recreation services for a geographical area or for specific programme areas or facilities.

4. "Direct Leadership Position" refers to a job level in which the incumbent is responsible for the provision of direct face-to-face leadership. Ordinarily such a person would work directly with community groups, or with individuals in the community, or with persons in a particular institution.

5. "Entry Level Competencies" refer to the knowledge, abilities and skills an individual needs to adequately perform either administrative, supervisory or direct leadership at a base or beginning level.

The Six Point Rating Scale

A six point rating scale was developed to assist in determining the relative value of each competency. A copy of the interpretation of the scale which was included in each questionnaire appears as Appendix E.

Analysis of the Data

The data were coded and transferred to I.B.M. punch cards for computer processing. A statistical summary of frequency, per cent and means were obtained.

Limitations

Several limitations tended to thwart the most expeditious and satisfactory completion of the study. The limitations include:

1. The lack of usable sampling frames such as mailing lists for the various park and recreation systems and their employees. It was impossible to implement desirable sampling procedures in the absence of such sampling frames.

2. The time parameters placed upon the study hindered and prevented the compilation and construction of sampling frames as cited in item 1 above.

Time limitations also necessitated relatively short periods of time being allotted to each of the important phases of the study, including data collection, coding and computer processing, analysis and preparation of the written report.

3. The national postal strike had an adverse effect on the timing of mailings and indeed created great concern as to whether or not mailings would take place at all.

4. The necessity of having to conduct the primary portion of data collection during the Christmas holiday season certainly had an effect on the rate of return of the questionnaires.

ANALYSIS AND FINDINGS OF THE DATA

The analysis and finding of the data are presented in four sections: 1) Characteristics of the respondents, 2) Professional preparation and training competencies, 3) Current curricula and employment of trained graduates, and 4) Professional development.

Characteristics of the Respondents

The respondents (N=72) are described in relationship to the: 1) type of recreation system, 2) geographic location in the Province of British Columbia, and 3) type or level of job function occupied.

TABLE 1. CLASSIFICATION AND FREQUENCY DISTRIBUTION OF RESPONDENTS ACCORDING TO TYPE OF POSITION

TYPE OF POSITION	f	PER CENT
1. Administrator	13	18
2. Director of Recreation	20	28
3. Recreation Supervisor	25	35
4. Facility Supervisor	2	3
5. Youth Leader	2	3
6. Commission Member	1	1
7. Other	9	12
	N=72	100%

Thirty-three (46 per cent) of the respondents were administrators or recreation directors (or equivalent). Twenty-nine (41 per cent) were in positions of a supervisory nature. In addition, one commission member and nine other persons were also respondents in the study.

TABLE 2. CLASSIFICATION AND FREQUENCY DISTRIBUTION OF RESPONDENTS ACCORDING TO TYPE OF SYSTEM

TYPE OF SYSTEM	f	PER CENT
1. Public - Municipal	55	76
2. Public - Regional District	4	6
3. Private - Therapeutic Recreation	4	6
4. Private - Voluntary	5	7
5. Private - Other	2	3
6. Schools	1	1
7. Leisure Services Branch Consultant	1	1
	N=72	100%

Seventy-six per cent of the respondents were affiliated with a municipal department. An additional seven per cent represented other public sources. The private sector included seventeen per cent of the respondents.

TABLE 3. FREQUENCY DISTRIBUTION OF GEOGRAPHICAL LOCATION OF RESPONDENTS ACCORDING TO CURRENT LEISURE SERVICES BRANCH REGIONS

REGIONS	LOCATION	f	PER CENT
Greater Vancouver	Vancouver	33	46
Fraser-Sechelt	Abbotsford	10	14
Vancouver Island	Victoria	10	14
Kootenays	Nelson	6	8
Okanagan-Boundary Similkameen	Kelowna	4	6
Central	Kamloops	3	4
North East	Prince George	3	4
North West	Burns Lake	3	4
		N=72	100%

All eight designated Leisure Services Branch Regions were represented in the study. A minimum of four per cent in three outlying regions to forty-six per cent in the Greater Vancouver area were the range of representation.

Professional Preparation and Training Competencies

A total of 56 competencies were rated according to their importance in performing at each of three levels, including administrative, supervisory and direct leadership. The following ten tables with accompanying narrative describe those findings.

TABLE 4. DESCRIPTION OF MEAN RESPONSE TO COMPETENCY AREAS ACCORDING TO ADMINISTRATIVE, SUPERVISORY AND DIRECT LEADERSHIP LEVELS OF FUNCTION

COMPETENCY AREA	MEAN OF ALL LEVELS	RANK	ADMINIS-TRATIVE LEVEL	SUPER-VISORY LEVEL	DIRECT LEADERSHIP LEVEL
Foundations	5.00	2	5.35	5.06	4.61
Management/ Administration	4.56	6	5.43	4.67	3.59
Personnel Management	5.00	2	5.65	5.35	4.00
Leadership and Programme Activity	5.23	1	5.39	5.47	4.82
Technical Tools	4.50	7	4.92	4.67	3.91
Communication Arts	4.93	4	5.48	5.16	4.14
Special Programme Skill Activity	4.61	5	4.06	4.67	5.12
Support Courses	4.17	8	4.39	4.13	4.01
Overall and Level Means	4.75		5.08	4.89	4.27

The 56 competencies were classified under the eight categories identified in Table 4.

On a six point scale the mean for all categories was 4.75. Three competency areas averaged 5.0 or higher [leadership and programme activity (5.3), foundations (5.0), and personnel administration (5.0)]. Support courses with a mean of 4.17 were the lowest.

The relative means according to the three levels of function were: 1) administrative (5.08), 2) supervisory (4.89), and 3) direct leadership (4.27).

Tables 5 to 8 compare the perceived needs according to the eight areas of competencies individually.

TABLE 5. COMPARISON OF PERCEIVED NEEDS RELATED TO COMPETENCY AREA - FOUNDATIONS

FOUNDATION COMPETENCIES	*ASDL MEAN	RANK	1	2	3
Introduction to types of leisure delivery systems	5.25	2	5.47	5.83	4.46
Political systems in recreation and parks	5.03	3	5.43	4.47	5.20
Philosophy of recreation and leisure	5.44	1	5.63	5.48	5.21
Social, cultural, and historical perspectives of recreation and leisure	4.65	6	5.06	4.72	4.19
Sociology of leisure	4.80	5	5.14	4.88	4.39
Trends and problems in recreation and parks	4.83	4	5.34	4.96	4.20
TOTAL	5.00		5.35	5.06	4.61

* ASDL Mean = The average mean score of the three levels, administrative, supervisory and direct leadership

1=Administrative Level 2=Supervisory Level 3=Direct Leadership Level

Having a philosophy of recreation and leisure (5.44) was perceived as the most important competency related to foundations. In fact, it averaged over 5.0 on all levels. An introduction to types of leisure service delivery systems (5.25) and political systems in recreation and parks (5.03) also averaged over 5.0.

TABLE 6. COMPARISON OF PERCEIVED NEEDS RELATED TO COMPETENCY AREA - MANAGEMENT/ADMINISTRATION

MANAGEMENT/ADMINISTRATION COMPETENCIES	*ASDL MEAN	RANK	1	2	3
Fiscal planning, (budget preparation, accountability, inventory procedures	5.13	1	5.96	5.40	4.03
Man-made area and facility management (pool, arena, sports complex, community centre, design and maintenance of facilities)	5.01	4	5.57	5.40	4.08
Natural resource management	4.06	8	4.82	4.07	3.30
Urban park and open space management	4.16	7	5.00	4.21	3.28
Office management processes and procedures	4.78	2	5.66	4.88	3.81
Principle and practices of area and facility planning	4.69	5	5.56	4.90	3.61
Principle and practices of urban and regional planning	4.14	6	5.22	4.13	3.07
Preparation of master plan	4.50	3	5.65	4.37	3.50
TOTAL	4.56		5.43	4.67	3.59

* ASDL Mean = The average mean score of the three levels, administrative, supervisory and direct leadership

1=Administrative Level 2=Supervisory Level 3=Direct Leadership Level

Fiscal planning (5.13) and man-made area and facility management (5.01) were the two competencies of eight in the classification to average 5.0 or higher. The competency of fiscal planning applied to administrative functions averaged 5.6 out of 6.0 (93 per cent).

TABLE 7. COMPARISON OF PERCEIVED NEEDS RELATED TO COMPETENCY AREA - PERSONNEL MANAGEMENT

PERSONNEL MANAGEMENT COMPETENCIES	*ASDL MEAN	RANK	1	2	3
Conducting a staff meeting	5.03	4	5.65	5.46	3.98
Human relations - methods and techniques	5.64	1	5.83	5.82	5.28
Methods appropriate to maintaining staff harmony	5.38	2	5.76	5.68	4.70
Personnel appraisal and evaluative techniques	5.12	3	5.76	5.50	4.11
Preparation of job descriptions and specifications	4.53	6	5.43	4.88	3.28
Projection of personnel requirements for future departmental needs	4.48	7	5.53	4.76	3.17
Recruitment and selection of personnel	4.83	5	5.62	5.38	3.49
TOTAL	5.00		5.65	5.35	4.00

* ASDL Mean = The average mean score of the three levels, administrative, supervisory and direct leadership

1=Administrative Level 2=Supervisory Level 3=Direct Leadership Level

Four of seven competencies (human relations, methods appropriate to maintaining staff harmony, personnel approval and evaluative techniques and conducting a staff meeting), attained an overall mean of more than 5.0. The need for competencies related to personnel management were considered most important for the administrative level (5.56) and descended to the supervisory (5.35) and direct leadership (4.00) levels.

All of the individual competencies averaged more than 5.0 at the administrative level.

TABLE 8. COMPARISON OF PERCEIVED NEEDS RELATED TO COMPETENCY AREA - LEADERSHIP AND PROGRAMME ACTIVITY

LEADERSHIP AND PROGRAMME ACTIVITY COMPETENCIES	*ASDL MEAN	RANK	1	2	3
Community diagnosis for organization	4.81	7	5.34	5.18	3.92
Group Dynamics	5.15	6	5.15	5.38	4.93
Leadership techniques	5.66	1	5.54	5.74	5.71
Programme planning for man-made facilities	5.26	5	5.38	5.71	4.69
Programme planning for natural resource areas	4.65	8	4.99	4.88	4.08
Programme evaluation techniques	5.41	3	5.44	5.67	5.11
Problem solving processes	5.31	4	5.50	5.50	4.92
Public relations techniques and methods	5.59	2	5.81	5.74	5.21
TOTAL	5.23		5.39	5.47	4.82

* ASDL Mean = The average mean score of the three levels, administrative, supervisory and direct leadership

1=Administrative Level 2=Supervisory Level 3=Direct Leadership Level

Three quarters of the competencies identified with leadership and programme activity had an overall mean of more than 5.0. The average 5.47 for the supervisory level of functioning was the highest.

TABLE 9. COMPARISON OF PERCEIVED NEEDS RELATED TO COMPETENCY AREA - TECHNICAL TOOLS

TECHNICAL TOOLS COMPETENCIES	*ASDL MEAN	RANK	1	2	3
Operation of office equipment	4.03	5	4.13	4.24	3.72
Operation of audio-visual equipment	4.84	2	4.65	4.90	4.96
Report writing	5.31	1	5.74	5.57	4.63
Research methods	4.74	3	5.51	4.97	3.75
Statistics	4.73	4	5.46	4.86	3.86
Use and application of computers	3.35	6	4.04	3.46	2.54
TOTAL	4.50		4.92	4.67	3.91

* ASDL Mean = The average mean score of the three levels, administrative, supervisory and direct leadership

1=Administrative Level 2=Supervisory Level 3=Direct Leadership Level

Report writing (5.31) was the sole overall mean to exceed 5.0. None of the means were 5.0 or higher when analyzed according to level of function although report writing (5.74), research methods (5.51) and statistics (5.46) rated high at the administrative level.

TABLE 10. COMPARISON OF PERCEIVED NEEDS RELATED TO COMPETENCY AREA - COMMUNICATION ARTS

COMMUNICATION ARTS COMPETENCIES	*ASDL MEAN	RANK	1	2	3
Composing new articles	4.67	4	5.28	4.82	3.90
Preparation of interpretive material for the public	4.80	3	5.47	5.07	3.86
Public speaking	5.22	1	5.67	5.42	4.58
Use of media	5.02	2	5.51	5.32	4.24
TOTAL	4.93		5.48	5.16	4.14

* ASDL Mean = The average mean score of the three levels, administrative, supervisory and direct leadership

1=Administrative Level 2=Supervisory Level 3=Direct Leadership Level

On an overall basis public speaking (5.20) and use of media (5.02) averaged in excess of 5.0. The function levels of administrative and supervisory averaged 5.48 and 5.16 respectively. None of the competencies attained a 5.0 or more at the direct leadership level.

TABLE 11. COMPARISON OF PERCEIVED NEEDS RELATED TO COMPETENCY AREA - SPECIAL PROGRAMME SKILL ACTIVITY

SPECIAL PROGRAMME SKILL ACTIVITY COMPETENCY	*ASDL MEAN	RANK	1	2	3
Arts	4.60	5	3.92	4.59	5.28
Crafts	4.61	4	3.92	4.59	5.33
Dance	4.50	7	3.90	4.44	5.15
Drama	4.48	8	3.87	4.42	5.14
Music	4.45	9	3.94	4.59	4.81
Outdoor activity utilizing natural resources	4.74	3	4.25	4.77	5.21
Outdoor living skills	4.60	5	4.04	4.66	5.11
Indoor physical activity	4.83	2	4.25	4.93	5.32
Social recreation skills	4.94	1	4.43	5.01	5.39
TOTAL	4.61		4.06	4.67	5.12

* ASDL Mean = The average mean score of the three levels, administrative, supervisory and direct leadership

1=Administrative Level 2=Supervisory Level 3=Direct Leadership Level

Programme Skill Activity was the only competency area wherein the direct leadership function obtained a mean of more than 5.0. Likewise, this was the only instance of the administrative level rating last among the three levels. None of the overall means attained a 5.0 minimum. With the exception of one, all the skill areas at the direct leadership level exceeded a 5.0 average.

TABLE 12. COMPARISON OF PERCEIVED NEEDS RELATED TO COMPETENCY AREA - SUPPORT COURSES

SUPPORT COURSES COMPETENCIES	*ASDL MEAN	RANK	1	2	3
Biological Science	3.77	6	3.77	3.83	3.71
Education	4.46	3	4.55	4.49	4.34
English	4.96	2	5.14	5.00	4.75
Forestry	3.43	7	3.60	3.54	3.16
Geography	3.32	8	3.54	3.39	3.03
Psychology	5.07	1	5.14	5.14	4.94
Sociology	4.33	4	5.01	3.46	4.54
Environmental Studies	4.09	5	4.42	4.20	3.65
TOTAL	4.17		4.39	4.13	4.01

* ASDL Mean = The average mean score of the three levels, administrative, supervisory and direct leadership

1=Administrative Level 2=Supervisory Level 3=Direct Leadership Level

The study of psychology (5.07 overall) was perceived as worthwhile. A knowledge of english for administrators and supervisors each averaged more than 5.0 as did sociology at the administrative level.

A more integrated analysis of the data reveals the following additional findings.

Thirty-seven of the 56 (66 per cent) individual competencies obtained a recorded mean of 5.0 or higher for the administrative level.

A lesser number at the supervisory level (23 of 56 or 41 per cent) attained 5.0 or higher.

Only fourteen (26 per cent) of the 56 competencies obtained a minimum mean of 5.0 at the direct leadership level.

The sum of 5.0 or higher means for the supervisory level and direct leadership level (37) is the same as the administrative level by itself.

Thirty-four per cent of the combined means (i.e. the three functional levels) were 5.0 or more.

Table 13 below summarizes in rank order all individual competencies that achieved a mean of 5.6 or more. The level of function at which the mean occurred is also identified.

TABLE 13. RANK ORDER IDENTIFICATION OF INDIVIDUAL COMPETENCIES AT ALL LEVELS OF FUNCTION ATTAINING A MEAN OF MORE THAN 5.60

RANK	MEAN	COMPETENCY	LEVEL
1	5.96	Fiscal planning (budget preparation, implementation, accountability, inventory procedures	A
2	5.83	Introduction to types of leisure delivery systems	S
2	5.83	Human relations - methods and techniques	A
4	5.82	Human relations - methods and techniques	S
5	5.81	Public relations techniques and methods	A
6	5.76	Methods appropriate to maintaining staff harmony	A
6	5.76	Personnel appraisal and evaluative techniques	A
8	5.74	Leadership techniques	S
8	5.74	Report writing	A
8	5.74	Public relations techniques and methods	S
11	5.71	Leadership techniques	DL
12	5.68	Methods appropriate to maintaining staff harmony	S
13	5.67	Public speaking	A
13	5.67	Programme evaluation techniques	S
15	5.66	Office management processes and procedures	A
16	5.65	Preparation of a master plan	A
16	5.65	Conducting a staff meeting	A
18	5.63	Philosophy of recreation and leisure	A
19	5.62	Recruitment and selection of personnel	A

Levels: A=Administrative S=Supervisory DL=Direct Leadership

Competencies related to human relations, public relations, and maintaining staff harmony were each represented twice in the distribution as a result of their high rating in both the administrative and supervisory levels.

In consideration of the nineteen highest rated competencies, twelve were aligned with administrative, six with supervisory and only one with the direct leadership level.

The format of the questionnaire made possible the identification of additional areas not included among the 56 established competencies. Each of the following were specifically identified as "other needs".

1. group dynamics (2)
2. common sense and realism
3. provincial politics
4. programme budgeting
5. use of business machines
6. camp management
7. commission and board relationships
8. how to apply for grants
9. self-awareness
10. counselling
11. facility planning
12. poster and flyer preparation
13. cablevision
14. economics
15. support courses in commerce (2), business, english, economics, physiology, special education, psychiatric nursing, architectural and design principles, kinesiology, political science, community education and business administration (2).

Current Curricula and Employment of Trained Graduates

An overview assessment of the training programmes in British Columbia, and the extent employment of individuals with diplomas or degrees in recreation was completed.

Pertaining to existing curricula in British Columbia, respondents were asked to rank areas of strength and areas that need strengthening as determined by their evaluation of graduates of curricula in this province. Specifically, the eight areas of competency were identified and respondents were to rank three areas of strength and three areas that needed strengthening. The results based upon a maximum of 16 responses are found in Tables 14A and 14B.

TABLE 14A. PERCEIVED NEED STRENGTHENING AREAS OF GRADUATES OF TWO AND FOUR YEAR PREPARATION PROGRAMMES IN BRITISH COLUMBIA

AREA OF COMPETENCY	FREQUENCY IDENTIFIED AS NEED STRENGTHENING									
	2 year (N=11)					4 year (N=15)				
	1st	2nd	3rd	Weighted Score	Rank Order	1st	2nd	3rd	Weighted Score	Rank Order
Foundations	2	-	2	8	5	1	-	1	4	7
Management/Administration	3	2	1	14	1	4	3	2	20	2
Personnel Management	1	5	-	13	2	4	7	2	28	1
Leadership and Programme Activity	1	1	1	6	6	2	-	2	8	5
Technical Tools	2	-	3	9	3	2	3	2	14	3
Communication Arts	2	1	1	9	3	1	-	6	9	4
Special Programme Skill Activity	-	1	3	5	7	1	1	-	5	6
Support Courses	-	1	-	2	8	-	1	-	2	8

WEIGHTED SCORE: 1st = 3 points 2nd = 2 points 3rd = 1 point

Respondents felt the two year curricula should be strengthened most in 1) Management/Administration, 2) Personnel Management, 3) Technical Tools, and 4) Communication. The four year programme should be strengthened in 1) Personnel Management, 2) Management/Administration, and 3) Technical Tools.

TABLE 14B. PERCEIVED STRONG AREAS OF GRADUATES OF TWO AND FOUR YEAR PREPARATION PROGRAMMES IN BRITISH COLUMBIA

AREA OF COMPETENCY	FREQUENCY IDENTIFIED AS STRENGTH									
	2 year (N=13)					4 year (N=16)				
	1st	2nd	3rd	Weighted Score	Rank Order	1st	2nd	3rd	Weighted Score	Rank Order
Foundations	2	2	2	12	3	6	4	3	29	1
Management/Administration	-	-	-	-	7	3	1	1	12	3
Personnel Management	-	-	-	-	7	-	-	-	-	8
Leadership and Programme Activity	6	2	2	24	2	4	5	2	24	2
Technical Tools	1	-	3	6	4	1	1	1	6	6
Communication Arts	-	2	2	6	4	-	2	1	5	7
Special Programme Skill Activity	3	7	2	25	1	2	-	6	12	3
Support Courses	-	-	3	3	6	-	3	2	5	8

WEIGHTED SCORE: 1st = 3 points 2nd = 2 points 3rd = 1 point

The strengths of the two year curricula tend to relate to 1) Special Programme Skill Activity, 2) Leadership and Programme Activity, and 3) Foundations. The four year curriculum reported the same strengths, but in reverse order. Competency related to Management/Administration was also recognized in the four year curriculum.

The sample represented 49 separate recreation systems. Table 15 describes the number of graduates of various recreation curricula employed in these systems.

TABLE 15. GRADUATES OF RECREATION CURRICULA EMPLOYED IN 49 RECREATION SYSTEMS

NUMBER EMPLOYED	TYPE OF INSTITUTION							
	2yr-BC		4yr-BC		2yr-NonBC		4yr-NonBC	
	f	%	f	%	f	%	f	%
1. None	53	76	48	69	62	89	41	59
2. One	8	12	14	20	6	9	17	24
3. Two	7	10	3	4	2	2	8	11
4. Three	0	0	1	1	0	0	3	4
5. Four	1	1	0	0	0	0	0	0
6. Five	1	1	0	0	0	0	0	0
7. Six	0	0	4	6	0	0	1	1
TOTAL	70	100	70	100	70	100	70	100

When asked to indicate the number of employees in their system who had either a diploma or a degree in recreation taken in British Columbia or obtained from outside the province, the majority of respondents answered 'none'. In fact, 73 per cent of the 70 respondents representing 49 recreation systems gave a 'none' response.

Professional Development

The study also explored various alternatives for the delivery of professional development for those working in professional positions. Table 16 describes the response.

TABLE 16. FREQUENCY DISTRIBUTION AND PERCENTAGE OF RESPONSE TO SEVEN ALTERNATIVE DELIVERY SYSTEMS FOR PROFESSIONAL DEVELOPMENT

DELIVERY SYSTEM	f	PER CENT
1. Additional opportunities for formal education (i.e. college, university)	1	1
2. In-service training (i.e. employer)	6	9
3. Auxiliary (professional organizations and associations)	1	1
4. 1 and 2 above	12	18
5. 1 and 3 above	5	7
6. 2 and 3 above	12	18
7. 1, 2, and 3 above	31	46
	N=68	100%

Most respondents (89 per cent) preferred a combination of the three individual vehicles for the prospective delivery of professional development opportunities. A combination of all three alternatives was particularly highly recommended.

Summary of Findings

1. The respondents in the study included a balance of administrators (46 per cent) and supervisors (41 per cent), usually representing a municipal recreation system. They also represented all eight established regions of the Leisure Services Branch.

2. The conglomerate of competencies tended to be ranked highly (Average = 4.75) on the six point scale. In particular the competency areas associated with (1) leadership and programme activity (5.30), (2) foundation (5.0), and (3) personnel administration (5.0), were perceived as being very beneficial or essential.

3. (a) The three levels of function indicated a noticeable difference. Competency areas and specific competencies associated with the administrative level tended to have the greatest need as reflected by a mean of 5.0 or higher for 37 out of the 56 (66 per cent) competencies.

(b) A lesser number of individual competencies at the supervisory level (23 of 56 or 41 per cent), attained a mean of 5.0 or more.

(c) Only fourteen (26 per cent) of the individual competencies obtained a minimum mean of 5.0 at the direct leadership level.

(d) An overall observation reveals that the number of 5.0 means at the administrative level (37) is identical with the number at the supervisory and direct leadership levels combined.

4. (a) The strength areas of all curricula in British Columbia tended to the competency areas of: 1) foundations, 2) leadership and programme activity, and 3) special programme skill activity.

(b) The competency areas reported as "need strengthening" included: 1) personnel management, 2) management/administration, and 3) technical tools.

5. The analysis indicates the majority of the professional personnel employed by the 49 recreation systems were composed of persons other than those with formal post-secondary training in recreation.

6. In-service training, formal education and auxiliary offerings were all perceived as viable alternatives for the delivery of professional development opportunities for those employed in the field throughout the province.

CONCLUSIONS

The following conclusions were drawn based upon the findings of this study.

1. In spite of the stated problems in relationship to the absence of adequate sampling frames, the finding as applied to the municipal recreation situation, excluding parks is considered realistic. The geographic representation according to Leisure Services Branch regions is also considered proportionate.

It was interesting to note the lack of response from parks affiliated individuals, provincial government representatives, acknowledged recreation leaders in the province, and prospective respondents of private and voluntary agencies.

2. The extraction of the competencies with the highest means represent key areas that are identifiable and found lacking to varying degrees in current preparation and professional development programmes.

3. The areas perceived as "need strengthening" for the existing recreation preparation programmes were similar to several of the highly rated competencies. The comparison also indicated many components of existing curricula perceived as strong were considered valuable or essential for the three levels of job function.

4. It has been reported that the supply of trained graduates does exceed the demand or number of available full-time jobs. However, this study reveals that the majority of recreation systems do not employ trained recreation graduates from British Columbia institutions nor accredited curricula outside the province.

This reality may partially answer the apparent comparatively low regard for particular competencies at the direct leadership level.

trained recreation graduates from British Columbia institutions nor accredited curricula outside the province.

This reality may partially answer the apparent comparatively low regard for particular competencies at the direct leadership level.

5. The analysis indicates the majority of the professional personnel employed by the 49 recreation systems were composed of persons other than those with formal post-secondary training in recreation.

6. In-service training, formal education and auxiliary offerings were all perceived as viable alternatives for the delivery of professional development opportunities for those employed in the field throughout the province.

RECOMMENDATIONS

Based upon the findings and conclusions of this study the following recommendations are proposed.

1. To facilitate scientifically sound research based upon appropriate sampling techniques it is recommended that the Leisure Services Branch, the Department of Recreation and Tourism and the Department of Education collaborate or otherwise arrange for the systematic development of complete and up-to-date listings of all personnel in recreation and park related positions.

2. That the highest rated competencies be reviewed in terms of present fulfillment in the field as pertains to preparation and professional development. Specifically, an authoritative committee should be established to develop, implement and monitor the overall education (including preparation and professional development) of recreation personnel in the province.

Additionally, the university, colleges, governmental agencies, professional organizations and all recreation systems should each assess their status in these extremely important areas of the training and upgrading of personnel.

3. That ongoing research related to this general field of study be conducted to assist in the identification and solution of problems and issues. A research base upon which to arrive at key decisions is sorely lacking in this province.

4. That the planning committee for the 1977 provincial recreation conference obtain direction for programme and education sessions content from this study.

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APPENDICES

A. GLOSSARY OF TERMS

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APPENDIX A

GLOSSARY OF TERMS

GLOSSARY OF TERMS

Advisory Committee

A committee of practitioners and employers in the leisure and recreation field drawn together to provide advise and input for recreation education programs. Advisory committees attempt to articulate between employment and program content.

Board

A formally established policy and decision making unit.

Career Entry

The competency level to which the career programs address themselves. A program provides career entry opportunities in leisure and recreation by providing the skills necessary to gain initial entry into the employment market, usually below the supervisory or administrative level.

Career Training

Two year recreation diploma programs providing initial training in skills, theory and methods which will make the graduate competitive in the recreation employment market.

Certificate

(a) Institutional - awarded after completion of a program of study at a community college which involves less than thirty credit hours of instruction.

(b) Competency - awarded for recognized and tested competency in specific skills and abilities.

Certification

(a) Competency - The formal process of gaining recognized and tested competency in a total employment capacity, according to established standards. Certification standards and processes are established by governing bodies (peer groups).

(b) Formal Education - The achievement of academic recognition upon completion of a formal program of studies at a post-secondary institution.

(c) Specific Skills - Acknowledged achievements of an established level in a particular skill or competency.

Continuing Education

Department in universities and community colleges which provide mainly short term credit and non-credit courses, usually in the evening, on subjects ranging from business and industry upgrading to leisure courses, self improvement courses and programs for special interest groups and clubs.

Core Program

The courses in leisure and recreation education programs deemed essential for career entry and required of all students in a program.

Degree

The academic recognition conferred upon graduates of a four year, university program of studies.

Formal Programs

Post-secondary programs culminating in a certificate, diploma or degree.

Informal Learning Opportunities

Post-secondary learning opportunities which do not culminate in a certificate, diploma or degree, and which tend to involve upgrading workshops, lectures or media presentations offered on a continuing education basis.

Leisure Education

Learning opportunities which contribute to the individual's capacity to understand, use and enjoy their own leisure time.

Option Areas

Learning focuses within recreation diploma and degree programs in addition to the core courses which, as electives, attempt to provide some degree of individualization for each student's program of studies.

Outdoor Education

The learning opportunities included in diploma and degree programs emphasizing skills and leadership in the outdoors.

Outdoor Recreation

Activities taking place in an outdoor setting during leisure time.

Recreation System

The providers of recreation services such as municipal departments, regional districts, private agencies, voluntary agencies, and the like.

APPENDIX B

CURRENT PROGRAMME OUTLINES

Capilano College

Cariboo College

Malaspina College

Vancouver Community College

University of British Columbia

CAPILANO COLLEGE

OUTDOOR RECREATION PROGRAMS

Outdoor Recreation is playing an increasingly important role in the social and economic life of British Columbia. An increase in available leisure time, and public interest in the preservation of natural areas has increased the need for qualified, well-trained graduates capable of planning and directing recreation programs, facilities, and teaching outdoor activity skills.

OUTDOOR RECREATION MANAGEMENT PROGRAM

The Capilano College Outdoor Recreation Management Program trains Para-Professionals to work effectively in a variety of outdoor recreation employment situations. Resource and facility management job opportunities exist in Provincial, National, Municipal Park and Recreation agencies and in ski areas. Leadership, instructional, and programming job opportunities exist in a variety of Community, Private, and governmental agencies.

The Program will provide the graduate with skills required to plan and operate good outdoor recreation programs and to manage facilities and recreational land and water resources. Skills in summer, winter, and aquatic wilderness leadership will be developed in the skills development courses. Emphasis is placed on experience in the field situation. The program commences with a ten-day back-packing expedition which serves as a lab for classroom work.

Each student's particular program concentration will be decided in consultation with the program co-ordinator. Flexibility in the second year of the program enables students to specialize in their areas of interest.

Students will be required to take first aid as part of their skills development program and will be required to pay an additional levy to cover partial costs of equipment, field trips, and skills development courses. In the fieldwork courses, student attitude and leadership capacity will be taken into account in the instructors evaluation profile. Specialized interest areas in the program include parks and recreation area management, ski area management, leadership and programming, and environmental education. Students acquire working skills in specialized areas during their practicum placements.

Applicants for the Outdoor Recreation Management Program should familiarize themselves with the following admission requirements:

1. Arrange an interview with the Coordinator of the program. (Interviews are held throughout the year)

2. In order to be considered for the program, applicants must be at least nineteen years of age at the date of entry into the program.

3. After the interview, the Coordinator of the Outdoor Recreation Management Program will request the following documentation:

   a) At least two letters of reference,

   b) High school or Post-Secondary education transcripts where applicable,

   c) A letter of application, including a resume of past experiences,

   d) A doctor's certificate of health, including a chest x-ray.

OUTDOOR RECREATION MANAGEMENT PROGRAM

Associate in Arts and Science Diploma

	CREDIT HOURS	LAB HOURS
Major Program Requirements	56.5	25
General Education Requirements	12	
Recommended course	0	
Electives	0	
	68.5	25

		CREDIT HOURS	LAB HOURS
FIRST TERM			
Cmns 150	Basic Communications	3	
Recreation 150	Outdoor Recreation Areas	3	2
Recreation 152	Introduction to Recreation	3	
Recreation 154	Outdoor Recreation Facilities	3	
Recreation 156	Outdoor Recreation Programs	3	2
Recreation 161	Wilderness Backpacking I	3	
		18	4
SECOND TERM			
Cmns 154	Communications in Recreation	3	
Recreation 151	Outdoor Recreation Environments	3	2
Recreation 153	Work, Leisure and Society	3	
Recreation 157	Skills Development	1.5	3
Recreation 159	Outdoor Recreation Administration	3	
Recreation 160	Physical Fitness in Theory and Practice	3	
Recreation 164	Nordic Skiing	3	
		19.5	5

THIRD TERM		CREDIT HOURS	LAB HOURS
Cmns 160	Interpersonal Relations	3	
Recreation 172	Basic Statistics	3	
Recreation 250	Outdoor Recreation Ecology	3	2
Recreation 259	Skills Development	1.5	3
Recreation 254	Outdoor Recreation Program Planning	3	
Recreation 256	Skills Development	1.5	3
Recreation 257	Introduction to Landscape Design and Techniques	2	3
		17	11

FOURTH TERM			
Cmns 161	Human Relations in Management	3	
Recreation 173	Statistical Methods	3	
Recreation 251	Outdoor Recreation Environmental Management	3	
Recreation 255	Practicum	6	
Elective		3	3
		20 18	3 3

WILDERNESS LEADERSHIP PROGRAM

The Wilderness Leadership Program is designed for the individual currently involved in recreation or leadership either as a vocation or as an avocation. The goal of the program is to provide a means by which individuals realize wilderness leadership roles with confidence, safety, and a sense of responsibility. The program has been developed in co-operation with the Department of Recreation and Conservation, Province of British Columbia.

The courses are activity oriented, based on the theory that wilderness leadership can best be promoted by experience over time. Each of the three program areas (Nordic, Canoeing, and Backpacking) are covered over a three term period. Students gain experience during two terms of instruction, followed by a third term course of "Log Book" experience (Practicum). Field trips are scheduled on week-ends.

Students will enroll in one course per term and must successfully complete each course in order to continue in the program. The period of Log Book Experience is undertaken in the Spring or Summer of the third term. The log book must be satisfactorily completed in order to achieve college certification.

An additional fee is charged for each course to cover field trip and equipment costs.

WILDERNESS LEADERSHIP
WILDERNESS NORDIC SKIING OPTION
CAPILANO COLLEGE CERTIFICATE

	CREDIT HOURS
Major Program Requirements	18
General Education Requirements	0
Recommended Courses	0
Electives	0
	18

WILDERNESS NORDIC SKIING OPTION		CREDIT HOURS
FIRST TERM		
Recreation 161	Wilderness Backpacking I	3
Recreation 163	Wilderness First Aid I	3
Recreation 164	Wilderness Nordic Skiing I	3
SECOND TERM		
Recreation 263	Wilderness First Aid II	3
Recreation 264	Wilderness Nordic Skiing II	3
THIRD TERM		
Recreation 360	Log Book Experience	3

WILDERNESS CANOEING OPTION
CAPILANO COLLEGE CERTIFICATE

	CREDIT HOURS
Major Program Requirements	18
General Education Requirements	0
Recommended Courses	0
Electives	0
	18

WILDERNESS CANOEING OPTION		CREDIT HOURS
FIRST TERM		
Recreation 161	Wilderness Backpacking I	3
Recreation 162	Wilderness Canoeing I	3
Recreation 163	Wilderness First Aid I	3
SECOND TERM		
Recreation 262	Wilderness Canoeing II	3
Recreation 263	Wilderness First Aid II	3
THIRD TERM		
Recreation 360	Log Book Experience	3

WILDERNESS BACKPACKING OPTION
CAPILANO COLLEGE CERTIFICATE

	CREDIT HOURS
Major Program Requirements	15
General Education Requirements	0
Recommended Courses	0
Electives	0
	15

WILDERNESS BACKPACKING OPTION

		CREDIT HOURS
FIRST TERM		
Recreation 161	Wilderness Backpacking I	3
Recreation 163	Wilderness First Aid I	3
SECOND TERM		
Recreation 261	Wilderness Backpacking II	3
Recreation 263	Wilderness First Aid II	3
THIRD TERM		
Recreation 360	Log Book Experience	3

RECREATION 510 - OUTDOOR RECREATION AREAS (F) (3,2,1)

Weather, climate, and related vegetation and soil features as recreational factors, land use and planning techniques, Canada land inventory as a planning tool, types of outdoor recreation areas, surveying techniques, orienteering.

RECREATION 151 - OUTDOOR RECREATION ENVIRONMENT (S) (3,2,1)

Geomorphology and cartographic techniques related to outdoor recreation, introduction to mapping and remote sensing techniques, environmental planning.

RECREATION 152 - INTRODUCTION TO OUTDOOR RECREATION (F) (3,0,1)

A brief historical overview of the development of recreation. Nature and scope of outdoor recreation in relation to modern leisure, nature of supply and demand, demand analysis as a planning tool, concepts and philosophies of parks management in Canada and the United States, outdoor recreation resource perception, psychological nature of outdoor recreation experience and behavior, introduction to site analysis, cultural resource management.

RECREATION 153 - WORK, LEISURE AND SOCIETY (S) (3,0,1)

Overview of the functional roles of work and leisure in various cultural contexts. Evolution of leisure behavior in western society, the protestant work ethic, utilitarianism, class-based variations in work and leisure, modern concepts of work and leisure, nature of stress, sociological and psychological Perspectives in work and leisure, current trends in leisure, leisure counselling, prognostications for the future.

RECREATION 154 - OUTDOOR RECREATION FACILITIES (F) (3,0,1)

The course will deal with the structure of delivery systems and the physical facilities which operate to deal with these delivery systems. Although the course will include a general overview in these topics, there will be an emphasis placed on outdoor systems and facilities.

RECREATION 157 - SKILLS DEVELOPMENT (S) (1.5,3,1/2)

To broaden student's existing proficiencies in outdoor recreation skills, to develop leadership capabilities, safety consciousness in wilderness settings, and ecological appreciation of winter wilderness.

RECREATION 159 - OUTDOOR RECREATION ADMINISTRATION (S) (3,0,1)

Note: This course is open to recreation practitioners in the field.

A study of general business practices in the operation of the various outdoor recreation facilities, such as record-keeping, budgeting, accounting, purchasing, advertising, and concession agreements, liabilities, laws and statutes governing parts and recreation agencies.

RECREATION 160 - PHYSICAL FITNESS IN THEORY AND PRACTICE (S,SU) (3,0,1)

An overview of the constituents of physical fitness in which the following topics are dealt with: What is physical fitness? What are its physiological determinants? How can physical fitness be achieved and maintained? Weight control, physiological changes resulting from training and exercise; tests for physical fitness; designing fitness programs.

RECREATION 161 - WILDERNESS BACKPACKING I (SU,F) (3,0,1)

An introduction to the skills of summer hiking and camp crafts in wilderness areas. Emphasis will be placed on leadership development in organization, safety and group assessment. Topics will include: access to wilderness areas, equipment, first aid and survival kits, trip planning and organization, navigation, camp crafts, hiking on difficult terrain, and wilderness ecology.

RECREATION 162 - WILDERNESS CANOEING I (SU) (3,0,1)

An introduction to the skills, techniques and knowledge of basic paddling in open canoes. Most of the course time is spent in canoes in water up to grade two. Overnite trip(s) are also included. Students will be expected to swim in turbulent waters with clothes on. Where applicable students will work towards the basic instructor level of Canoe Sport British Columbia. C.S.B.C. instructors and instructional format will be used throughout the course.

RECREATION 163 - WILDERNESS FIRST AID I (F,S) (3,0,1)

This course, incorporating the St. John Ambulance Standard First Aid, is adapted specifically to problems of first aid in the Wilderness setting. Due to this special adaptation, the course has been extended from the normally required ten lectures to fourteen lectures including classes in wilderness areas. Special emphasis is given to topics of hypothermia, frostbite, and emergency evacuation.

RECREATION 164 - WILDERNESS NORDIC SKIING I (S) (3,0,1)

This is an introductory course designed to give students an initial exposure to winter environments on cross-country skis and snowshoes. The course includes both a lecture and field trip series with emphasis on outdoor activity. Lecture topics are on equipment, waxing, clothing, geographic features, fitness, nutrition and safety. Skill levels will reflect C.S.I.A. and C.S.A. instructional formats.

RECREATION 166 - ENVIRONMENTAL EDUCATION (F) (3,2,1)

An introduction to the philosophies and concepts of environmental education and lifespace evaluation. Students are encouraged to develop a questioning attitude in reviewing individual and group response to contemporary and post-contemporary environmental phenomena. Baseline interpretive skills are promoted which include such features of the British Columbia landscape as flora and fauna, astronomy, geomorphology and urban conditions. Students will gain insight into the use of activity vehicles such as bicycling, canoeing, hiking, and cross-country skiing.

RECREATION 170 - WILDERNESS RECREATION (F) (3,0,1)

Note: This course is open to the public. Students will be charged an activities fee.

An introductory course in wilderness recreation, designed as an overview of the components which make for a safe and comfortable experience in a wilderness area at different seasons of the year for different activities. The course discusses the inter-relationship of people's needs and the environment. General topics will include leadership, navigation, general geography, first aid and ethics. Wilderness activities will include backpacking, camping, canoeing and cross-country skiing. Previous experience in the activities is not necessary.

RECREATION 171 - MOUNTAINEERING I (SU) (3,0,1)

Note: This course is open to the public.

The course will cover basic principles of equipment, safety, glacier travel, and climbing on rock, ice, and snow. Although the course is primarily designed for the beginner, it is flexible enough to cater to people wishing to improve their skills beyond the novice level. Lectures are in the evening, and field experience on weekends.

NOTE: An additional fee will be levied to cover field trip expenses. Fee _____

RECREATION 172 - BASIC STATISTICS (F) (3,0,1)

This is an introductory course which develops statistical techniques to analyze outdoor recreation problems. Topics in the course include summarizing and interpreting raw data, probability, counting, random variables and their probability distributions.

RECREATION 173 - STATISTICAL METHODS (S) (3,0,1)

Pre-requisite: Recreation 172

Topics in this course include estimation, hypothesis testing, linear regression, correlation, some non-parametric tests, and elementary computing techniques.

RECREATION 250 - OUTDOOR RECREATION ECOLOGY (F) (3,2,1)

A study of plant and animal ecology, land-man relationships, conservation theories and ecological principles as a basis to recreation land management.

RECREATION 251 - OUTDOOR RECREATION ENVIRONMENTAL MANAGEMENT (S) (3,2,1)

Habitat management for fish and wildlife, environmental carrying capacities, land use practices, land classification, ethics and values implicit in recreational planning.

RECREATION 254 - OUTDOOR RECREATION PROGRAM PLANNING (F) (3,0,1)

This course will explore the program planning function in outdoor recreation. Topics will include: the problems of planning programs in existing delivery systems, seeking ways to solve these present problems, new philosophies to consider in programming, and seeking alternative and new methods of program planning in outdoor recreation.

RECREATION 255 - OUTDOOR RECREATION MANAGEMENT PRACTICUM (S) (6,0,2)

The practicum is designed to integrate classroom theory with working experience in the field. Students will arrange with the faculty member supervisor to spend a minimum of ten hours per week in an agency internship position agreed upon by their practicum faculty member, and will be responsible to a specific agency supervisor. Students will be provided with terms of reference for the practicum experience.

RECREATION 256 - SKILLS DEVELOPMENT - RESIDENTIAL CAMP MANAGMENT (F) (1.5,3,1/2)

Students will be required to attend two residential camp experiences. Budgeting planning, publicity, facility operations and maintenance of residential camps and outdoor education centres; financing and bookkeeping problems; associations, regulations, legal liability; programming, public relations, crisis management.

RECREATION 257 - AN INTRODUCTION TO LANDSCAPE DESIGN AND TECHNIQUES (F) (2,3,2/3)

History of landscape design; modern philosophies and concepts; ecological,

geographical and social considerations; site analysis and planning; nature of landscaping materials, plant materials; elements of good design; analysis of design; economics of landscape architecture.

RECREATION 259 - SKILLS DEVELOPMENT (F) (1.5,3, 1/2)

To develop specialized skills related to the students' employment goals. Students will upgrade skills in wilderness photography and another outdoor recreation skill of their own choosing.

RECREATION 261 - WILDERNESS BACKPACKING II (SU) (3,0,1)

The course objective is to further involve students with wilderness backpacking skills in an atmosphere of safety, enjoyment and environmental understanding. Emphasis will be directed towards the development of leadership experience as it applies to individual and group requirements in wilderness settings. Special attention will be focused on survival techniques, first aid, environmental perception study and special group study.

RECREATION 262 - WILDERNESS CANOEING II (SU) (3,0,1)

This course is designed to further develop paddling skill, personal experience, teaching ability and leadership quality. Trips will range from day to multi-day events. In addition there will be a workshop series to include canoe construction and repair, landscape interpretation and first-aid simulation. Where applicable the course format and instructors will be taken from Canoe Sport British Columbia.

RECREATION 263 - WILDERNESS FIRST AID II (F,S) (3,0,1)

Pre-requisite: Recreation 163.

Emphasis will be placed on the application of first aid techniques in wilderness settings under conditions of isolation, where medical assistance is distant and where there are problems of evacuation. Some practical sessions will be deferred to field trips taken in second year activity courses in all three programs.

RECREATION 264 - WILDERNESS NORIDC SKIING II (S) (3,0,1)

This course is designed to further develop skiing skill, personal experience, teaching ability and leadership quality. Lectures and field trips will include a variety of informational seminars and teaching experiences concerned with cross-country skiing. C.S.I.A. and C.S.A. instructional standards will be promoted throughout the duration of this course.

RECREATION 271 - MOUNTAINEERING II (SU) (3)(0)(1)

The course will train leaders in the principles and techniques of mountaineering leadership up to and including an intermediate level on both snow and ice, and on rock.

Pre-requisite: Mountaineering I, Federation of Mountain Clubs Basic Mountaineering course, equivalent training and experience acceptable to instructor. Students should expect to take a skills test prior to course commencement.

NOTE: An additional fee will be levied to cover field trip expenses.

RECREATION 360 - LOG BOOK EXPERIENCE (PRACTICUM) (S,SU) (3,0,1)

Pre-requisite: First two years of the program in one of the three specialty areas.

Students will keep detailed logs of all wilderness trips which they organize and lead for one year period. The logs will be evaluated upon completion of the practicum period, and successful completion of the course will lead to Wilderness Leadership Certificate.

BRIEF SUBMITTED TO:

COMMITTEE TO STUDY POST-SECONDARY
RECREATION TRAINING PROGRAMS

CHAIRMAN: Mr. N. Olenick

FROM: Leisure & Recreation Studies Program
Cariboo College
Kamloops, B.C.

ROLE AND PHILOSOPHY OF THE LEISURE AND RECREATION STUDIES PROGRAM

Cariboo College is basically training leisure and recreation students for direct face-to-face leadership or technical jobs in the field of leisure and recreation. They are generalists not specialists. The students' primary function is one of co-ordinating, implementing and operating programs within the scope of a recreation agency. These functions can be performed in municipal, outdoor, and therapeutic recreation settings.

The student develops a philosophy of leisure and recreation, then learns the "how" of putting this base understanding into community action.

Goals: see page 2.

HISTORY OF THE PROGRAM AT CARIBOO COLLEGE

A program called Recreation Leadership was developed at Cariboo College in 1970. Its prime function was to develop a leader for a community agency. Due to the lack of a definite philosophical base, direction from the instructors, instructors communication problems, etc., the program was almost a failure. In light of this, all the remaining brief criteria will be from 1973 on.

GOALS OF THE PROGRAM AT CARIBOO COLLEGE

To present the:

1. Basic recreation skills for employment at the diploma entry level; and/or transfer to a 4-year program so students may continue their education towards a Bachelor's degree.

2. Basic knowledge required in the field of leisure and recreation services: A foundation of recreation philosophy and principles, plus a basic general education (a broad education in human relations).

3. Methods, principles, and techniques in planning and organizing and directing recreation programs in a variety of settings.

4. Understanding and application of the basic principles and techniques in face-to-face leadership, including the theories, principles, and practices of leadership.

5. Awareness of the importance of the role of recreational lifetime activities.

6. Nature and role of leisure in contemporary society.

7. Knowledge and appreciation of all outdoor activities, including natural resources, conservation, and camping.

8. Practical knowledge in the field of leisure and recreation, on-the-job training under qualified supervision (to relate theory to practical experience).

9. Abilities needed to relate to others the nature, role, and importance of recreation in today's society.

In May, 1973, a change of the Leadership program was initiated. It was moved into the Department of Social Sciences, new staff was hired, and a general revision in the name change, philosophy, and direction of the program was emphasized. This has been stated in the opening remarks.

Program Content

See page 4

LEISURE AND RECREATION STUDIES - TWO YEAR PROGRAM

Program Description

Cariboo College offers a two-year diploma course in Leisure & Recreation Studies with the opportunity to specialize in Community (Municipal) Recreation.

Emphasis is on leadership skills, administration, organization, and development of leisure and recreation programs at the community level. The students will develop an understanding in their area by direct exposure through theory, learning field trips, and an application of their training in supervised field work.

Employment opportunities are increasing the graduates of two year leisure and recreation programs in positions such as:

public recreation	- municipal, community-school leaders.
agency recreation	- Y.M.C.A., Y.W.C.A., boy's clubs
private recreation	- golf courses, curling clubs
industrial recreation	- mining and logging companies
therapeutic recreation	- hospitals, senior citizens' homes, institutions for the handicapped
outdoor recreation	- parks service, environmental research stations, fish and wildlife service, forestry service, residential camps, outdoor schools.

Admission Requirements

The Leisure and Recreation Studies program accepts a limited number of students into the program. For this reason applicants for this course must show strong interest, and abilities to plan and organize programs throughout their secondary educational training. In addition, applicants should possess imagination and enthusiasm, be able to express themselves well and show skills in drama, music, sports, etc.

Grade 12 applicants are asked to submit:

1. Two official transcripts of previous education.
2. Medical report (physical examination).
3. Two written references attesting to recreational abilities of applicant.
4. A self-written paper outlining motivation towards recreation, their background of activities and leadership abilities.
5. Supplementary application and information form which will be sent to applicants with the applicant's materials after the initial inquiry is received.

All applicants, upon completion of the above will be given a personal interview.

Course Requirements

All students will be required to maintain an accumulative semester average of 2.0.

* All Leisure and Recreation Studies students are required to enroll in the Community Services Department Core Coruses plus in the Leisure and Recreation Studies mandatory courses as listed below.

All Leisure and Recreation Studies students will have the following options from which to choose:

Two (2) of the Physical Recreation Methods courses: CRED 151, or CREC 251, or CREC 154 or CREC 264.

One (1) of the Social Recreation Methods courses: CREC 153 or CREC 253.

Two (2) of the Fine Arts courses: FINA 173 or FINA 171/172 or FINA 181/182.

One (1) of the following Geography courses: GEOG 111 or GEOG 112 or GEOG 121 or GEOG 122.

For explanation see titles below.

OPTION COURSES

First Year - Fall Semester

CREC 151 Physical Recreation Methods
FINA 173 Design for Crafts I

First Year - Winter Semester

CREC 153 Social Recreation Methods
CREC 154 Design for Crafts I

Second Year - Fall Semester

CREC 251 Physical Recreation Methods
CREC 253 Social Recreation Methods
FINA 171/172 Sculpture or Ceramics
GEOG 111 Environment and Man
GEOG 112 Introduction to Physical Geography: Geomorphology

Second Year - Winter Semester

CREC 264 Recreational Sports
FINA 181/182 Sculpture or Ceramics
GEOG 121 Man and His Environment
GEOG 122 Introduction to Physical Geography: Climatology and Biogeography.

COMMUNITY SERVICE DEPARTMENT

CORE COURSES

First Year - Fall Semester

PSYCH	150	Developmental Psychology I
ENGL.	150	Communications and Business Composition
LEIS	162	Group Dynamics and Leadership
SOC.SER.	156	Human Relations

First Year - Winter Semester

PSYCH	160	Developmental Psychology I
SOCI	150	Social Problems
ENG.	160	Communications and Business Composition

LEISURE AND RECREATION STUDIES

MANDATORY COURSES

First Year - Fall Semester

CREC	150	Organization and Administration of Community Recreation
LEIS	155	Fieldwork Agency Visitation

First Year - Winter Semester

LEIS	150	History and Philosophy of Leisure
LEIS	165	Fieldwork Paractum
CREC	158	Independent Studies

Second Year - Fall Semester

ANTH	121	Introduction to Cultural Anthropology
CREC	250	Facilities Park Administration and Operation
CREC	252	Playground Design
LEIS	254	Outdoor Recreation Field School

Second Year - Winter Semester

BUS.AD	168	Finance and Budget Control in Community Recreation
CREC	263	Social Recreation Practicum
CREC	268	Independent Studies
LEIS	266	Community and Public Relations
LEIS	267	Perspectives in Leisure Studies

DATA OF STUDENTS APPLYING, ENROLLED IN AND GRADUATED (FROM 1973 ON)

1. Numbers applying - 118 (over a 2 year span)

2. Number accepted - 24 per first year.

3. Male:Female ratio - 1:3.
   - Students have been accepted from the entire province and other provinces, but primarily Interior - Cariboo.

4. Numbers graduating: 1973 - 8 of 10 received diploma
   1974 - 11 of 14 received diploma.

5. Employment - Post-Graduation Involvement

   1973 - 4 employed - recreation
   1 employed - forestry
   1 employed - school system
   1 - deceased.

   1974 - 6 employed - recreation (with their diploma)
   2 employed - recreation (without their diploma)
   1 employed - related recreation (with diploma)
   1 employed - related recreation (without diploma)
   4 employed - unrelated.

MALASPINA COLLEGE

STUDIES IN LEISURE SERVICES PROGRAMME

Instructors: W. Glenn Johnston, B.R.E. (U.B.C.); M.S.W. (U.B.C.)

Edward R. Sutherland, B.R.E. (U.B.C.); M.Sc. (Loughborough)

General Introduction

This two-year diploma programme is designed to provide an opportunity for personal growth and practical training towards a career in the Leisure Services field.

The programme is organized on the following premises:

1. that the programme has a career orientation and is not necessarily directed toward university transfer;
2. that career preparation in Leisure Services at the college level must be a broad exposure to the field or knowledge plus an opportunity for options selected by the individual in areas of personal specialization;
3. that the student must be exposed to the field of practice, that is, existing agencies, programmes and personnel providing service delivery;
4. that career preparation in recreation must encourage the development of appropriate attitudes and values consistent with the standards of practice of the recreation professional.

The programme is implemented by offering courses and opportunities for involvement in six general areas:

A. Core Courses - providing for the philosophical and theoretical framework and the appropriate professional attitudes and values.
   English
   History and Philosophy
   Leadership Courses
   Programme Design and Implementation
   Community Organization
   Facility Design
   Recreation Management
   Therapeutic Recreation Courses
   Current Issues

B. Leadership - the opportunity to assume leadership responsibilities. students are encouraged to become actively involved in community organizations and groups. Such involvement can prove invaluable to the individual.

C. Skill Development Courses - to provide an awareness of various activities which may be used as tools towards the fulfillment of recreation programme objectives.

Creative Arts	Sports Activities
Arts and Crafts	Outdoor Recreation
Ceramics and Sculpture	Winter Sports

D. Field Work Courses - to provide on the job opportunities to practice and implement theory techniques introduced throughout the programme.

E. Non-Credit Involvement (Internal Committee Work) - the opportunity for the student to learn and practice the techniques of committee work and have direct input into the affairs of the study body and the direction of the programme.

F. Options and Specializations - the opportunity for the student, in his second year, to become further involved in courses, activities, or programmes which will develop an area of personal expertise.

2nd year option course

INDIVIDUAL STUDY PROGRAMME

Student Selection

Intake into the Studies in Leisure Services Programme is limited to a maximum of 24 full-time students per year. Selection of a student is based on the following criteria:

A. Interest in and awareness of the field of Leisure Studies
B. A history of active, personal participation in the field of Leisure Services. Possession of recognized qualification of competency in an activity is highly desirable; e.g., Royal Conservatory of Music, Red Cross/R.L.S.S. Awards, National Ski Alliance, etc.
C. A history of working with people of varying ages and interests. Working in leadership capacities is highly desirable.
D. The combination of education and employment record should demonstrate the prospective students' ability to successfully undertake the programme. Completion of grade 12 plus post-secondary education or full-time employment is highly desirable.

Prior to acceptance into the programme, the prospective students must receive the approval of a medical practitioner (approval to be based on a physical examination) and must submit three letters of reference supporting his application.

Owing to the demand for positions within the Studies in Leisure Services Programme, prospective students are encouraged to apply as early as possible.

1. For both first and second year students the programme commences on the Monday prior to Labour Day in any given year.

2. The following sessions may be conducted out of doors and may require the student to be away from the campus for a series of overnights:

   a) First and Second Year: The first eleven days of the programme commencing on the Monday prior to Labour Day and running consecutively. (Rec 151T, 251T)

   b) From April 1 - 30 inclusive, of any given year. (concluding portion of Rec 152T)

   c) One week (7 days) for second year students in the second year - between January 1 and April 30. (Rec 252T)

3. The students will be encouraged to travel to special events, conferences, and seminars related to the practice of Recreation. The college cannot cover the cost involved in extra-college learning opportunity but will provide the time away from regularly scheduled classes.

4. Students are expected to obtain for the outdoor sessions the following personal equipment:

   a) Sleeping bag suitable for winter weather conditions.

   b) Back-pack suitable size for 10-day hike.

   c) Sturdy boots for hiking and outdoor work.

Note: The college will not supply the above items.

5. Students must demonstrate a knowledge and personal skill level equivalent to the Royal Lifesaving Society Bronze Medallion prior to graduation. Those students who already have obtained the R.L.S. may receive advance credit for this portion of Rec 151T/152T providing the student supplies from Royal Lifesaving a letter indicating the credentials are valid for a two-year period. Students whose qualifications are invalid prior to two years must be re-certified before receiving a diploma.

6. College vehicles will be used for some field trips; at all other times students will be responsible for their own transportation.

7. In the Arts and Crafts portion of the programme students will be exposed to toxic fluids and machinery; both must be used with caution.

8. During any scheduled instruction, field trip, or conference the instructor will declare free time. During free time the student is responsible for his own conduct and risk. It is expected that during free time the student will conduct himself in a responsible, common sense, manner.

9. The outdoor recreation activity portion of the programme involves certain risks to the student. The student must operate in a manner at all times during the outdoor recreation activities which will not endanger fellow students. The student must also accept direction from the instructor in the outdoor activities and follow safety procedures at all times.

10. The student must be aware that in the sports activity portion of Rec 151T, Rec 152T, Rec 251T, and Rec 252T there are certain risks. The student must act in a responsible manner and consider the safety of self and others.

11. All students are required to spend a period of 24 hours, including one night alone in the out of doors in a semi-wilderness area. The experience is referred to as a "solo".

12. All students must have a reasonable level of fitness to enable them to participate in all the required sports activities. For the safety of all students each is required to obtain a medical certificate and return the certificate to the Office of the Registrar prior to entry into the programme.

Prior to the commencement of the programme the student will be asked to sign a document stating he has read the above reference guide.

Transferability

As one of the premises upon which this programme is organized is that the programme should have career orientation and should not necessarily be directed toward university transfer.

Programmes that are transferable:

English 100/101 to English 111 & 115 U. Vic
English 100 U.B.C.
Recreation 100 to Recreation 296 U.B.C.
Recreation 111/112 to Recreation 286 U.B.C.

Some individuals may wish to pursue entry into the Leisure Services Field at the Baccalaureate level. It is recommended that they register in the B.R.E. programme at the college.

FIRST YEAR

FALL SEMESTER

English 100	
Recreation 100	History and Philosophy of Recreation
Recreation 101T	Field Work
Recreation 111	Creative Arts in Recreation
Recreation 131T	Arts & Crafts
Recreation 151T	Sports Activities
Recreation 161T	Leadership Theory
Recreation 191T	Programme Design in Recreation

SPRING SEMESTER

English 101	
Recreation 102T	Field Work
Recreation 112	Creative Arts in Recreation
Recreation 120T	Community Organization
Recreation 132T	Ceramics & Sculpture
Recreation 152T	Sports Activities
Recreation 162T	Applied Leadership
Recreation 170T	Facility Design in Recreation

SECOND YEAR

FALL SEMESTER

Recreation 201T	Field Work
Recreation 211T	Recreation for Special Needs People
Recreation 220T	Advanced Crafts
or Selected Option from College Calendar	
Recreation 231T	Leadership in Arts, Crafts & Hobbies
Recreation 251T	Sports Activities
Recreation 280T	Recreation Management
Recreation 290T	Programme Implementation in Recreation

SPRING SEMESTER

Recreation 202T	Field Work
Recreation 212T	Recreation for Special Needs People
Recreation 240T	Independent Study Programme
Recreation 252T	Sports Activities (Winter)
Recreation 270T	Current Issues in Recreation

Plus Practicum

At the end of the first year or the second year a student must complete a two-month practicum in the field of leisure services. The practicum may be as an employee or student worker providing the student applies, in writing, to the College requesting certification of the practicum for college credit.

Studies in Leisure Services

100 (3) History and Philosophy of Recreation

Topics to be covered include the development of the concepts of play and leisure, philosophy, theory and principles of recreation and the social and economic implications of recreation.

Prerequisite: none (1:2:0)

101T (3) Field Work

An overview of philosophies, programmes, administrative structures and facilities of leisure service delivery agencies in British Columbia. The student will be required to travel.

Prerequisite: Student in the Studies in Leisure Services Programme only. (0:2:8)

102T (3) Field Work

The student will select, or be assigned a field placement in the community for one day per week or eight hours per week.

Prerequisite: Recreation 101T (0:2:8)

111 (4) Creative Arts in Recreation

Part A) Introduction to Audio Visual Equipment and Materials

This course is especially designed to provide the students enrolled in the Studies in Leisure Services Programme the basic skills in operating audio visual equipment and to introduce them to the world of photography, film making, and video recording. Projects will inclu-e a sound/slide presentation, a video production and photographic print making. The students will work with a wide variety of electrical equipment, different kinds of cameras and chemicals. Two 8-hour workshops will give each student the opportunity to practice using the equipment.

Part B) Creative Dramatics

An introduction to a concept of drama having application for use in creational settings. Emphasis is upon developmental and spontaneous use of movement, speech, and improvisation. Topics will include sensory awareness, concentration, mime emotional expression, role playing, skits. Students will develop interests through a project and teaching assignment. (0:1:3)

Prerequisite: none. Preference given to students in Leisure Services and B.R.E. transfer

112 (4) Creative Arts in Recreation

Part A) Visual Arts

An introduction to the visual arts. An appreciation and understanding will be fostered by exposure to various forms of visual arts, and students will have the opportunity to actively participate in the creative process in areas related to drawing, painting and printmaking.

Part B) Music and Dance

A course which develops the philosophy of music and dance as a natural and essential part of recreation. The focus is on the origins of rhythm and sound in human expression and their application to creative play. Topics will include folk-songs, children's and campfire action songs, simple music theory and appreciation, rhythm and percussion instruments, folk dance organic movement, rock and ballroom steps; and the use of music, dance, and drama in improvisation.

Prerequisite: none (1:1:2)

120T (3) Community Organization

A course designed to provide an understanding of the dynamics and application of the decision-making processes in the community; the relationship between agency functions and legislated powers; and community organization methods utilized to effect change.

Prerequisite: Students in Studies in Leisure Services Programme only (3:0:0)

131T (3) Arts and Crafts

A survey of the minor crafts designed to provide the student with an awareness of the many media and techniques available. It will give the student maximum practical experience in crafts and take into consideration the methods of presenting these projects to various age levels in a number of recreational settings. Projects will include paper crafts, beading, mosaics, off-loom weaving, macrame, symmography, rug making, nature craft, salvage craft and many more.

Prerequisite: Students in Studies in Leisure Services Programme only (1:2:0)

132T (3) Ceramics and Sculpture

A study of form in space accompanying the development of basic skills in sculpture and ceramics, and the application of related projects to recreation settings. Three-dimensional materials such as plaster, clay, wood and a variety of other sculptural media will be explored. Projects will be completed in ceramics, pottery, sculptural construction, and carving.

Prerequisite: Students in Studies in Leisure Services Programme only (1:2:0)

151T (3) Sports Activities

A comprehensive study of traditional and non-traditional individual and team sports with particular emphasis being paid to those activities having a life time potential. Topics include skill acquisition, rules, officiating and adaptions for each activity studied. Emphasis will be placed on the organization and operation of clinics and sports camps. The course will include a fitness component.

Prerequisite: Students in Studies in Leisure Services Programme only (2:2:4)

152T (3) Sports Activities

A continuation of 151T having a practical component where students will plan, organize, conduct and evaluate various clinics with a focus on instructional and organizational methods. The course will also include an aquatics component covering skill development, swim meet organization, waterfront events, water safety and life saving. The course will conclude with an outdoor recreation component which includes hiking, canoeing, orienteering, rock climbing, camping (day and residential) and wilderness survival.

Prerequisite: Students in Studies in Leisure Services Programme only (2:2:4)

161 (3) Leadership Theory

The course will provide an overview of individual, group and social psychology permitting the student to develop an understanding of human behaviour. Some basic elements of sociology will be introduced.

Prerequisite: Students in Studies in Leisure Services Programme only (1:2:0)

162T (3) Applied Leadership

A study of the dynamics of behaviour of individuals in groups in the recreation setting; techniques used in assisting the group to develop and differential practice of group work. Emphasis will be placed on self awareness.

Prerequisite: Recreation 161T (1:2:0)

170T (3) Facility Design in Recreation

An introduction to the principles of facility planning and design. Topics will include the community's facility needs; building costs; safety maintenance; building materials and integration. Students will have an opportunity to examine existing and proposed facilities.

Prerequisite: Students in Studies in Leisure Services Programme only (1:1:1)

191T (3) Programme Design in Recreation

A study of the principles of programme design and their utilization toward providing programmes for the satisfaction of human need. Particular attention will be paid to the importance of all factors to be considered in the process of programme design.

Prerequisite: Students in Studies in Leisure Services Programme only (1:1:1)

201T (3) Field Work

Sixteen hours per week of on the job application of techniques and skills learned in the programme. Placement will be decided upon in consultation with the instructor.

Prerequisite: 102T (0:2:16)

202T (3) Field Work

A continuation of 201T.

Prerequisite: 201T (0:2:16)

211T (3) Recreation for Special Needs People

A course designed to provide an awareness of the special need of people and groups in society. An analysis of the skills and techniques to deal with the problems presented in programming for special needs people.

Prerequisite: Students in Studies in Leisure Services Programme only (1:2:0)

212T (3) Recreation for Special Needs People

A continuation of 211T with particular emphasis on programme design and implementation practice.

Prerequisite: 211T (0:1:2)

220T (3) Advanced Crafts

An opportunity to master the skills of individually selected crafts--copper enamelling, lapidary, stained glass and various forms of metal designs such as solderless jewelry will be presented. The use of materials and sources of supplies will be looked at as well as the recreational use of such activities.

Prerequisite: Recreation 131T (1:2:0)

231T (3) Leadership in Arts, Crafts and Hobbies

An intensive study of a few individually selected crafts and hobbies. Consideration will be given to setting up programmes in various craft areas, cost of materials, source of supply and limited budget programming. Students will major in leather work, batik, the use of natural materials, silk screening, textiles or other crafts or hobbies which were touched on in previous courses.

Prerequisite: Recreation 131T (1:2:0)

240T (9) Independent Study Programme

The student must submit, on or before the 1st of December, a proposal, including aim, objectives and procedure for the independent study programme. This course may involve study away from the campus (outward bound, other colleges, government agencies).

Prerequisite: Students in Studies in Leisure Services Programme only and acceptance by course instructor

251T (3) Sports Activities

A continuation of 151T and 152T. This course commences on the Monday preceding Labour Day and operates in conjunction with Recreation 151T. This course terminates after 11 consecutive days and does not operate during the regular semester.

Prerequisite: Recreation 151T

270T (3) Current Issues in Recreation

The course will acquaint the student with contemporary issues in the field of Leisure Services; recent research finding; legislation; a review of ethics and generally be the final preparation course before graduation.

Prerequisite: Students in Studies in Leisure Services Programme only (0:3:0)

280T (3) Recreation Management

An introduction to management theory and its application to recreation. Topic will include organizational psychology, budgets and finance, marketing, the personnel function and quantitative methods.

Prerequisite: Students in Studies in Leisure Services Programme only (1:1:1)

290T (3) Programme Implementation in Recreation

The course will prepare the student to instruct recreational activities for various age and developmental levels in sports, arts and other dimensions of recreation. Emphasis will also be placed on techniques of presentation and conducting meetings.

Prerequisite: Students in Studies in Leisure Services Programme only (1:2:0)

VANCOUVER COMMUNITY COLLEGE

LANGARA

RECREATION LEADERSHIP DIPLOMA PROGRAM

(Effective: September 1976)

First Term

Rec. 160 - Foundations
Rec. 142 - Outdoor Recreation
P.E. 153 - Active Play
Option
Eng. 127 - Essay Reading & Writing
Psych. 115 - Fundamentals of Psych.

Second Term

Rec. 141 - Social Recreation
Rec. 165 - Special Groups
Option
Option
Eng. 117, 217 or Communications
Psych. 215 - Applied Psychology

Third Term

Rec. 362 - Leadership Methods
Rec. 164 - Parks & Playground Prog's.
Option
Option
Option
Option (from Psychology, Sociology or approved Elective)

Fourth Term

Rec. 263 - Community Resources
Rec. 379 - Field Work
Rec. 479 - Field Work

****

Core subject matter areas required of all students:

1. Introduction/Foundations - Rec. 160
2. Special Groups/Therapeutic - Rec. 165
3. Leadership Methods - Rec. 362
4. Outdoor Recreation Skills - Rec. 142
5. Active Play - P.E. 153
6. Social Recreation - Rec. 141
7. Parks and Playground Programs - Rec. 164
8. Community Resources/Fieldwork - Rec. 263, 379, 479

Changes in course descriptions and titles will alter the above designated listings as they appear in the current College Catalog for 1975-76.

PROGRAM PLANNING INFORMATION

Students select, in consultation with their faculty advisor, a number of elective courses in each term of the program. These courses should be carefully chosen with the following considerations in mind:

(a) The student's abilities, interests and proficiencies, with the intention of supplementing the student's current background and experience rather than duplicating it. It is the Faculty Advisor's responsibility to ensure that students with advanced abilities in specific skill areas (e.g., Basketball, Gymnastics, Swimming, etc.):

  (i) avoid taking the fundamental course in that activity where possible,

  (ii) avoid seeking credit standing for these achievements (but ensure the inclusion of these achievements in the student's personal profile records), and

  (iii) supplement these abilities by taking courses in which the student is not knowledgeable and/or proficient.

(b) The opportunities provided for students, through the relatively wide range of courses to obtain as much benefit as possible from the total program.

(c) The opportunities provided, through college and community extra-curricular involvement, for the student to gain experience and knowledge over and above the specific courses of the program.

(d) The limited number of successful applicants each year are selected according to certain criteria which attempt to enrol those who already have proven leadership abilities in Recreation and who should be capable of functioning at a high level of competency and responsibility in this program.

(e) The basic philosophy of the program which attempts to qualify well-trained Recreation Leaders with a broad range of abilities while still providing the opportunity for the student to pursue specific areas of interest through the choice of electives.

The University of British Columbia
School of Physical Education and Recreation

RECREATION EDUCATION DEPARTMENT

I. PROGRAMME PHILOSOPHY

1. Purpose of the Curriculum

The curriculum is designed to offer the students a broad academic and cultural background so that they may better understand the recreational needs of society. Of equal importance, the curriculum provides for a comprehension of the fundamental concepts and theoretical insights, in addition to methods and techniques of application, all of which are believed to be necessary to formulate the organization and administration of agency services. The curriculum also includes opportunities for activity involvement and leadership. This is based on the assumption that in most cases students need to develop programme oriented skills and leadership methods to give them a sense of beginning competency in their initial professional experiences. It is further assumed, however, that beginning practitioners with four years of university preparation may be assigned to increasingly more difficult and complex responsibilities in a relatively short period of time after entry.

2. Objectives of the Curriculum

The objectives of the curriculum are to foster an educational experience which provides the student with:

(a) A broad cultural background encompassing foundation study in the humanities and, the social and natural sciences. The specific objective is to provide the student with a better understanding of himself and his relation to others in a constantly changing society.

(b) A knowledge of studies closely related to recreation education encompassing human growth and development, adult education, community planning, architecture, and the like. The specific objective is to provide the student with a knowledge of people and use made of their environments, the diversity of opportunities often available to them, and concepts of community, social and physical planning.

(c) A series of specific professional understandings encompassing the history, philosophy, and principles of leisure and recreation, the organization and administration of recreation and facilities for programming, the process of working with groups, the training and supervision of leaders, programme media and methods of leadership, and the direct contact with agencies in the field. The specific objective is to develop the particular competencies required in the worker role and a knowledge of the tools and methodology of the professional practitioner.

(d) A concept of appreciation for the reasons <u>why</u> as well as <u>how</u> a specific function is instituted, maintained, changed, or discontinued. The specific objective is to produce a graduate who will be readily capable of assuming supervisory and administrative responsibilities after the initial professional experience is satisfactorily completed.

FIRST YEAR (17)	UNITS
English 100	3
Biology 101	3
Psychology 100	3
Fine Arts 125 or 171 or 251 or 251	3
Physical Education Activities	2
Electives	3

SECOND YEAR (17½)	UNITS
English 200 level	3
Recreation 286	3
Recreation 296	1½
Sociology 200 level	3
Physical Education Activity	1
Psychology 206	3
Electives	3

THIRD YEAR (17)	UNITS
Recreation 375	1½
Recreation 394	1½
Recreation 396	1½
Recreation 397	1½
Physical Education 262	1½

FOURTH YEAR (17½)	UNITS
Recreation 492	1½
Recreation 496	1½
Recreation 497	1½
Education 412	3

THIRD OR FOURTH YEAR	UNITS
Psychology 308	3
Architecture 424	1½
Architecture 425	1½
Physical Education, or Recreation 465 or Recreation 461	1½
Electives	12

II. COURSE DESCRIPTIONS

Recreation 286 — The Creative Arts in Recreation - A collaborative programme in art, dance, drama and music.

Recreation 296 — Introduction to Recreation - An introduction to the background and principles of community recreation; the philosophy of leisure and recreation.

Recreation 375 — Leadership and the Group Process - Leadership theories and related factors; the role of leadership in recreation; the group process and its use in programming.

Recreation 394 — Outdoor Recreation - A study of programmes, problems, services and resources in the total field of outdoor recreation. Students are involved in a week-long camping experience in September of each year.

Recreation 396 — Recreation Field Work Orientation - A comprehensive survey of a wide variety of public, voluntary and private agencies offering recreational services. Visitations will familiarize students with the objectives, general operation, and agency environment.

Recreation 397	The Recreation Programme - A study of the principles of planning, conducting, and evaluating the recreation programme. This will include an examination of the recreational needs and interests of people and the numerous recreation programmes operating under varied kinds of community sponsorship. Prerequisite: Third year standing or consent of the instructor.
Recreation 461	Individual study in mental retardation or any other area of special interest.
Recreation 465	Recreation Therapy - Philosophy, objectives and content of programmes in therapeutic recreation.
Recreation 466	A study of leadership and programming in recreation for the mentally retarded.
Recreation 492	Recreation administration - A study of the legal, financial and organizational aspects of public recreation, with special attention to planning, public relations, and the organization of community resources.
Recreation 496	Field Work Placement - Field work practice in a number of agencies.
Recreation 497	Analysis of Current Issues and Problems in Recreational Service - A study of issues and problems in recreational services. Establishing guidelines in developing a systematic and creative approach to decision making.
Physical Education 262	Health I - Introduction to health education; body systems, growth and development, food habits and problems, personal hygiene. Prerequisite: Second year or consent of instructor.
English 100	Literature and Composition - A study of the principles of composition and of some twentieth-century examples of drama, short story, poetry and novel. Essays and exercises are required.
English 200 level	Literature and Composition - Any English 200 level course offered by the English Department.
Biology 101	Principles of Biology - An introductory course emphasizing principles of wide application to all living organisms, including cell structure and function, the mechanism of inheritance, evolution, and adaptation to environment. A comparative approach to the unity and diversity of organisms will be stressed. A one hour tutorial is required each week for those students who have not previously had Biology LI or its equivalent in high school.
Psychology 100	Introductory Psychology - The basic forms of human behaviour including the motivational, sensory, mental, social, modifiable, emotional, adjustive, individual, personal and transitional nature of human activity.

Psychology 206	Dynamics of Behaviour - An experimental, dynamic and social approach to behavioural adjustment with special reference to applications. Prerequisite: Psychology 100.
Psychology 308	Social Psychology - Social motivation and social perception, development and change of beliefs and attitudes, propaganda, inter-action in social groups, conformity, morale, leadership, and race-prejudice. Credit is not granted for both 308 and the former 201. For third year students only.
Fine Arts 125 Also alternatives such as 171, 251, 261 (See University Calendar)	History of Art - A survey of the history of architecture, sculpture and painting of the Western World from Ancient Egypt and Mesopotamia to the present.
Sociology 200 level (250 or 260)	Introduction to Sociology - A general introduction to the sociological analysis of selected topics: religion, work, politics, stratification, bureaucratic organizations, kinship, socialization, social roles.
Education 412	Introduction to Adult Education - Survey of present programmes for adult education including study of methods, institutions, and conditions under which it has developed in modern society.
Architecture 424	History of Urban Form - A history of cities in the Western World with an analysis of their physical forms as related to the cultural forms of the societies and times in which they develop. Textbooks: Lewis Mumford, THE CITY IN HISTORY: Hiorns, TOWN BUILDING IN HISTORY. Mr. Rogatnick and Mrs. Wiznicki.
Architecture 425	History of Urban Planning - The emergence of the city planning movement as an aspect of social and political reform traced throughout the 19th and 20th century; the roots of the planning process are examined in terms of British planning legislation, the American City Beautiful movement, and the French contribution to urban structure and design. Emphasis is placed upon urban planning as a process of Government within the general framework of profound social and economic change as the city becomes the prevailing way of life in Canada. Dr. Oberlander.

III. ADMISSION POLICY AND REQUIREMENTS

Students from Secondary Schools

B. C. Secondary school students wishing to pursue the Recreation Education degree should take Biology LL, Community Recreation 12, and Mathematics II. Students from outside the Province are evaluated accordingly.

Students must also submit an application form and letters of reference before being admitted to the Department of Recreation Education.

Students Transferring from Other Institutions of Higher Education

The University will accept students on transfer from public colleges on the same basis as students transferring from a provincial university. A student who chooses courses at a public college that are appropriate to his academic objective at the University and who obtains adequate standing in them will be accepted for further studies at the University under the same conditions that apply to a student who has taken all his post-secondary studies at the University.

After acceptance by the University of British Columbia all students are assessed on the basis of their Applications for Admission to Recreation Education which requests information pertaining to:

1. The academic record
2. Extra-curricular activities
3. Community Recreation 12
4. Out of School Activities
5. Workshops, training programmes, seminars and conferences
6. Awards, honors, certificates and dates received
7. Voluntary leadership experiences
8. Paid leadership experiences
9. A written statement including:
   a) "What Recreation Means to You"
   b) "Why You Wish to Pursue Recreational Leadership as a Career"
10. Recommendations from two individuals other than students or relatives.

IV. FACULTY LIST

Dr. Richard L. Ramsay
Associate Professor

Dr. Donald J. Arnold
Assistant Professor

Mr. John K. Larsen
Assistant Professor

Dr. Lorne H. Olson
Assistant Professor

Mrs. Joslin Kobylka
Instructor

APPENDIX C

GRADUATE QUESTIONNAIRE

THE GOVERNMENT OF
THE PROVINCE OF BRITISH COLUMBIA

DEPARTMENT OF PROVINCIAL SECRETARY
LEISURE SERVICES BRANCH
610, 2525 WILLOW STREET
VANCOUVER, B.C.
V5Z 3N8

November 5, 1975

Dear Recreation Graduate:

As you probably know, Dr. Eric Broom has recently been appointed Associate Deputy Minister for the Leisure Services Branch in B.C. One of his first tasks was to establish a Research Team to study "Post-Secondary Training Programmes for Recreation Personnel in B.C."

One section of the study requires assistance from graduates of Community Colleges and Universities which offer a recreation and park emphasis. All faculty in those programmes have cooperated in the study. You have been selected as a participant for this important section of the study concerned with the applicability of selected knowledge areas to your current occupational position and responsibility.

Data from this section of the study is required to assist the Research Team to recommend curriculum emphases for College and University programmes. It will also help to facilitate training programmes on a continuing education basis and contribute to the appraisal of post-secondary training programmes in the province.

The survey is designed to be objective and should take only fifteen minutes to complete. Because of a time schedule permitted to complete the study, all surveys must be returned no later than Friday, November 21, 1975. If the mail service is available, please complete the study and return it by mail, otherwise, please return it to your Regional Recreation Consultant for Leisure Services.

Every effort will be made to assure confidentiality of your name and personal response to any specific statement. Please do not sign the survey instrument.

If you happen to be an employer and a graduate within the last five years, you may receive two surveys. The second survey will follow the one which is attached to this letter. The purpose of two surveys is to provide data which can be cross-tabulated and therefore should be of added benefit to analysis of the study.

.....2

Please note that the orange instructional sheet should be used with all questions in the section titled Professional Preparation.

Your participation is vitally important to the completion of the study. Therefore, it would be greatly appreciated if you would return the completed survey by Friday, November 21, 1975.

Yours truly,

Dr. D.J. Arnold
Research Team, Post-Secondary
Training of Recreation Personnel

/kt
Encls.

ANALYSIS OF POST-SECONDARY TRAINING PROGRAMMES FOR RECREATION PERSONNEL IN BRITISH COLUMBIA

PREPARED FOR DR. E. BROOM
ASSOCIATE DEPUTY MINISTER
LEISURE SERVICES BRANCH, VICTORIA, B.C.
NOVEMBER 1975

DEFINITION OF TERMS

College Graduate: refers to one who graduated during the years 1970 through 1975 (inclusive) from a British Columbia Community College which offers a recreation diploma.

University Graduate: refers to one who graduated from a degree programme in recreation in British Columbia during the years 1970 - 1975 inclusive.

Position Responsibility:

(1) "Administrative" refers to a job level in which the incumbent is primarily responsible to persons outside the department or organization in which he is employed. Responsibilities include the supervision of staff, finances, and overall responsibility for the department.

(2) "Supervisory" refers to a job level in which the incumbent is responsible primarily to the chief executive of the department or organization. The prime responsibilities of the job include the supervision of staff and/or recreation services for a geographical area or for specific program areas or facilities.

(3) "Direct Leadership" refers to a job level in which the incumbent is responsible primarily for the provision of direct face-to-face leadership. Ordinarily such a person would work directly with community groups, or with individuals in the community, or with persons in a particular institution.

(4) "Natural Resource Management" refers to the job level in which the incumbent is primarily responsible for the management of a natural resource area.

Annual Salary: refers to the sum total of all monies received from an employer for services rendered during a twelve month period.

Salary for Part-Time Employment: refers to the sum total of all monies received from an employer for services rendered on a part-time basis (less than 35 hours per week).

Professional Preparation: refers to the general knowledge areas which were an integral part of the recreation programme prior to graduation. Several specific courses would constitute a general knowledge area.

A. BIOGRAPHY

Please place the number which best indicates your response in the space provided adjacent to the appropriate statements.

1. Gender

   1) male 2) female ▭

2. Highest educational level achieved:

   1) Certificate programme at a Community College
   2) Certificate programme plus additional Community College courses
   3) Community College graduate
   4) Community College graduate plus University course work
   5) Community College graduate plus a University degree ▭
   6) Community College graduate plus Extension course(s)
   7) University degree
   8) University degree plus Extension course(s)
   9) Masters degree

   Other: (please specify)

3. Year of graduation (all requirements completed)

   1) 1970 3) 1972 5) 1974 ▭
   2) 1971 4) 1973 6) 1975

4. Employment Status:

   1) Full time
   2) Part-time (less than 35 hours per week)
   3) Unemployed ▭
   4) Volunteer only

5. Age as of January 1, 1976:

   1) Under 21
   2) 21-25
   3) 26-30 ▭
   4) 31-35
   5) 36 and over

6. Are you currently employed in the field of recreation and parks?

   1) Yes ▭
   2) No

NOTE: Please identify the agency with which you are currently employed. Your employer should be found in statements 7, 8, or 9. Complete only one of statements 7, 8, or 9.

7. Employment Agency (Urban Settlement):

1) Municipal parks and recreation
2) Youth-serving agency
3) Elementary school
4) Junior secondary school
5) Senior secondary school
6) Community school
7) Community college
8) University

Other: (please specify)

8. Employment Agency (Senior Governments)

1) Provincial Government -- Resource recreation oriented
2) Provincial Government -- Non-resource recreation oriented
3) Provincial Government -- Grant or contract
4) Federal Government -- Resource recreation oriented
5) Federal Government -- Non-resource recreation oriented
6) Federal Government -- Grant or contract
7) Hospital and/or medical setting
8) Corrections

Other: (please specify)

9. Employment Agency (Private, Commercial):

1) Commercial -- Recreation
2) Commercial -- Non-recreation
3) Self-employed -- Recreation
4) Self-employed -- Non-recreation

Other: (please specify)

10. What employment level did you obtain upon graduation? (Refer to Definition of Terms)

1) Administrative
2) Supervisory
3) Direct Leadership
4) Natural Resource Management
5) Unclassified

Other: (please specify)

11. What is your current employment level?

1) Administrative
2) Supervisory
3) Direct Leadership
4) Natural Resource Management
5) Unclassified

Other: (please specify)

12. For what duration have you held that position?

1) Less than one year
2) 1 - 3 years
3) 4 - 6 years
4) More than 6 years

13. Is your current position at the same employment level as the one you obtained upon graduation?

1) Yes 2) No

14. Have you continued formal education since your graduation?

1) Yes 2) No

15. Indicate the area of continued formal education:

1) Non-recreation at a Community College
2) Recreation at a Community College
3) Non-recreation at a University
4) Recreation at a University
5) Non-recreation graduate programme at a University
6) Recreation graduate programme at a University

Other: (please specify)

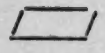
NOTE: Please answer <u>either</u> statement 16 <u>or</u> 17

16. Salary Status -- Full time employment. Please indicate your salary level as of January, 1976:

1) $18,000 or more
2) $17,000 - $17,999
3) $16,000 - $16,999
4) $15,000 - $15,999
5) $14,000 - $14,999
6) $13,000 - $13,999
7) $12,000 - $12,999
8) $11,000 - $11,999
9) $10,999 or less

Other: (please specify)

17. Salary Status -- Part-time employment. Please indicate your annual salary or wage level as of January, 1976:

1) $12,000 or more
2) $11,000 - $11,999
3) $10,000 - $10,999
4) $ 9,000 - $ 9,999
5) $ 8,000 - $ 8,999 
6) $ 7,000 - $ 7,999
7) $ 6,000 - $ 6,999
8) $ 5,000 - $ 5,999
9) $ 4,999 or less

PROFESSIONAL PREPARATION

Use this scale with ALL questions on Professional Preparation: Numbers 18 - 80 inclusive.

By using the following rating scale, please rate course areas which were included in your professional preparation.

SCALE: Select the most appropriate response for each content area and place the number of the selected response in the space adjacent to that area.

7 Did not take any courses in that area

6 Most beneficial contribution to the occupational field

5 Very beneficial contribution to the occupational field

4 Contributed some tools and knowledge relative to the occupational field

3 Little contribution to the occupational field

2 No carry-over value to the occupational field

1 Should not be included in the programme of studies

Example:

Practical tools:

1) Mathematics [6]

2) Nuclear physics [7]

Here, mathematics was found to be most beneficial to the occupational field, but the respondent did not study anything concerned with nuclear physics.

B. PROFESSIONAL PREPARATION (For Instructions Refer to Coloured Sheet)

Foundations

18. Introduction to types of leisure delivery systems ☐
19. Political systems in recreation and parks ☐
20. Philosophy of recreation and leisure ☐
21. Social, cultural, and historical perspectives of recreation and leisure ☐
22. Sociology of leisure ☐
23. Trends and problems in recreation and parks ☐

Other: (please specify) ☐

Management/Administration

24. Fiscal planning (budget preparation, implementation, accountability, inventory procedures) ☐
25. Man-made area and facility management (pool, arena, sports complex, community centre, design and maintenance of facilities) ☐
26. Natural resource management ☐
27. Urban park and open space management ☐
28. Office management processes and procedures ☐
29. Principles and practices of area and facility planning ☐
30. Principles and practices of urban and regional planning ☐
31. Preparation of a master plan ☐

Other: (please specify) ☐

Personnel Management

32. Conducting a staff meeting ☐
33. Human relations -- methods and techniques ☐
34. Methods appropriate to maintaining staff harmony ☐
35. Personnel appraisal and evaluative techniques ☐
36. Preparation of job descriptions and specifications ☐
37. Projection of personnel requirements for future departmental needs ☐
38. Recruitment and selection of personnel ☐

Other: (please specify) ☐

Leadership and Programme Activity

39. Surveying human, resource and programme needs relative to community organization ☐
40. Group dynamics ☐
41. Leadership techniques ☐
42. Programme planning for man-made facilities ☐
43. Programme planning for natural resource areas ☐
44. Programme evaluation techniques ☐
45. Problem-solving processes ☐
46. Public relations techniques and methods ☐

Other: (please specify) ☐

Technical Tools

47. Operation of office equipment ☐
48. Operation of audio-visual equipment ☐
49. Report writing ☐
50. Research methods ☐
51. Statistics ☐
52. Use and application of computers ☐

Other: (please specify)

Communication Arts

53. Composing news articles ☐
54. Preparation of interpretive material for the public ☐
55. Public speaking ☐
56. Use of media ☐
Other: (please specify) ☐

Special Programme Skill Activity

57. Art ☐
58. Crafts ☐
59. Dance ☐
60. Drama ☐
61. Music ☐
62. Outdoor activity utilizing natural resources ☐
63. Outdoor living skills ☐
64. Indoor physical activity ☐
65. Social recreation skills ☐
Other: (please specify) ☐

Field Experience

66. Field work ☐
67. Field trips ☐
Other: (please specify) ☐

Support Courses

68. Biological Science ☐
69. Education ☐
70. English ☐
71. Forestry ☐
72. Geography ☐

73. Psychology ☐

74. Sociology ☐

75. Environmental studies ☐

Other: (please specify) ☐

Career Areas

76. Community recreation ☐

77. Commercial recreation ☐

78. Outdoor education/Outdoor recreation ☐

79. Special populations (hospitals, corrections, senior citizens) ☐

80. Youth-serving agencies ☐

Other: (please specify) ☐

Please name your supervisor, employer and address: (To be used for the Employer's Study)

Please use the following space to make comments about the survey and/or study:

DEPARTMENT OF PROVINCIAL SECRETARY
LEISURE SERVICES BRANCH
810, 2525 WILLOW STREET
VANCOUVER, B.C.
V6Z 3N8

January 14, 1976

Dear Recreation Graduate:

Thank you for the return of the survey concerned with post-secondary training of recreation personnel, and for taking the time to add your personal comments. Your assistance was much appreciated during the mail strike.

As a brief follow-up to the previous survey, a modified form of the instrument is enclosed with this letter. The purpose of this section of the study is two-fold:

1) To identify those course areas which, in your opinion, should receive greater emphasis in formal college and university programmes.

2) To identify those course areas which you feel should receive priority emphasis for continuing education programmes, i.e., workshops, short courses, and seminars in the field.

This section of the study is being sent to a selected group of people, namely, those who included their own comments with the original survey. I should appreciate its return by January 28, 1976.

Thank you for your cooperation and concern for this study.

Yours truly,

Don Arnold

Dr. Donald J. Arnold
Research Team
Post-Secondary Training of
Recreation Personnel

INSTRUCTIONS

A. Column I, headed FORMAL EDUCATION:

By using the following scale, please rate the course areas according to the emphasis you feel each should receive in formal education programmes (college or university).

5 Primary emphasis -- requires greatest concentration in a programme

4 Very important -- requires increased concentration from current practice

3 General knowledge -- required for the field and should be part of the curriculum

2 Little significance -- minimal importance

1 Should not be included in programme of studies

Note: Work through each major section separately (i.e., Foundations, Management, Administration, etc.). Complete each section before continuing, and without reference to any other section.

B. Column II, headed CONTINUING EDUCATION:

By using the following scale, please rate each course area which would be of interest to you through continuing education seminars, workshops, or short courses.

4 First priority

3 Second priority

2 Third priority

1 No merit for continuing education

Note: Work through each major section separately and complete each without reference to any other section.

FORMAL AND CONTINUING EDUCATION CURRICULUM EMPHASES

A. BIOGRAPHY

Please place the number which best indicates your response in the space provided adjacent to the appropriate statements.

1. Gender
   1) male 2) female

2. Highest educational level achieved
   1) Community College graduate
   2) University degree

3. What is your current employment level?
   1) Administrative/Supervisory
   2) Direct Leadership
   3) Natural Resource Management
   4) Unclassified

B. PROFESSIONAL PREPARATION

	Formal Ed	Cont. Ed
Foundations		
18. Introduction to types of leisure delivery systems	☐	☐
19. Political systems in recreation and parks	☐	☐
20. Philosophy of recreation and leisure	☐	☐
21. Social, cultural, and historical perspectives of recreation and leisure	☐	☐
22. Sociology of leisure	☐	☐
23. Trends and problems in recreation and parks	☐	☐
Other: (please specify)	☐	☐
Management/Administration		
24. Fiscal planning (budget preparation, implementation, accountability, inventory procedures)	☐	☐
25. Man-made area and facility management (pool, arena, sports complex, community centre, design and maintenance of facilities)	☐	☐
26. Natural resource management	☐	☐
27. Urban park and open space management	☐	☐
28. Office management processes and procedures	☐	☐
29. Principles and practices of area and facility planning	☐	☐
30. Principles and practices of urban and regional planning	☐	☐
31. Preparation of a master plan	☐	☐
Other: (please specify)	☐	☐

Personnel Management	Formal Ed	Cont Ed
32. Conducting a staff meeting	☐	☐
33. Human relations -- methods and techniques	☐	☐
34. Methods appropriate to maintaining staff harmony	☐	☐
35. Personnel appraisal and evaluative techniques	☐	☐
36. Preparation of job descriptions and specifications	☐	☐
37. Projection of personnel requirements for future departmental needs	☐	☐
38. Recruitment and selection of personnel	☐	☐
Other: (please specify)	☐	☐
Leadership and Programme Activity		
39. Community diagnosis for organization	☐	☐
40. Group dynamics	☐	☐
41. Leadership techniques	☐	☐
42. Programme planning for man-made facilities	☐	☐
43. Programme planning for natural resource areas	☐	☐
44. Programme evaluation techniques	☐	☐
45. Problem-solving processes	☐	☐
46. Public relations techniques and methods	☐	☐
Other: (please specify)	☐	☐
Technical Tools		
47. Operation of office equipment	☐	☐
48. Operation of audio-visual equipment	☐	☐
49. Report writing	☐	☐
50. Research methods	☐	☐
51. Statistics	☐	☐
52. Use and application of computers	☐	☐
Other: (please specify)	☐	☐

	Formal Ed.	Cont Ed
Communication Arts		
53. Composing news articles	☐	☐
54. Preparation of interpretive material for the public	☐	☐
55. Public speaking	☐	☐
56. Use of media	☐	☐
Other: (please specify)	☐	☐
Special Programme Skill Activity		
57. Art	☐	☐
58. Crafts	☐	☐
59. Dance	☐	☐
60. Drama	☐	☐
61. Music	☐	☐
62. Outdoor activity utilizing natural resources	☐	☐
63. Outdoor living skills	☐	☐
64. Indoor physical activity	☐	☐
65. Social recreation skills	☐	☐
Other: (please specify)	☐	☐
Field Experience		
66. Field work	☐	☐
67. Field trips	☐	☐
Other: (please specify)	☐	☐
Support Courses		
68. Biological Science	☐	☐
69. Education	☐	☐
70. English	☐	☐
71. Forestry	☐	☐
72. Geography	☐	☐

	Formal Ed	Cont Ed
73. Psychology	☐	☐
74. Sociology	☐	☐
75. Environmental studies	☐	☐
Other: (please specify)	☐	☐

Career Areas

76. Community recreation	☐	☐
77. Commercial recreation	☐	☐
78. Outdoor education/Outdoor recreation	☐	☐
79. Special populations (hospitals, corrections, senior citizens)	☐	☐
80. Youth-serving agencies	☐	☐
Other: (please specify)	☐	☐

APPENDIX D

EMPLOYER QUESTIONNAIRE

THE GOVERNMENT OF
THE PROVINCE OF BRITISH COLUMBIA

DEPARTMENT OF PROVINCIAL SECRETARY
LEISURE SERVICES BRANCH
610, 2525 WILLOW STREET
VANCOUVER, B.C.
V6Z 3N8

November 20, 1975

Dear Colleague:

As you probably know, Dr. Eric F. Broom has recently been appointed Associate Deputy Minister for the newly created Leisure Services Branch. In September, he established a Research Team to direct a comprehensive study titled, Analysis of Post-Secondary Training Programmes for Recreation Personnel in British Columbia.

A major component of the study pertains to essential input from persons such as yourself who are engaged in administrative and/or supervisory functions of leisure services in the province.

The enclosed questionnaire has been designed to gather pertinent data that can be analyzed statistically. The selected competencies that you are asked to evaluate represent a cross-section of technical and "people" skills that have tended to be mentioned as key areas. The other questions are intended solely to (1) determine the use of graduates of existing accredited training programmes, and (2) ascertain your thoughts concerning a few other important areas.

Please note that the orange instructional sheet should be used with all competency areas in the section titled Professional Preparation.

Your assistance is vitally important to formulating the most representative recommendations to Dr. Broom regarding what training is needed and how it can best be realized.

In the midst of the mail strike it is hoped you have received this letter in time to take approximately thirty (30) minutes to complete the questionnaire and return it to the Research Team before January 1, 1976. If the mail strike is still in progress, it may be most expeditious to return the completed questionnaire to your regional Leisure Services Branch consultant.

Thank you.

Yours truly,

Lorne H. Olson, Ed.D.
Research Team, Post-Secondary Training
of Recreation Personnel

/kt

PROVINCE OF BRITISH COLUMBIA

RESEARCH PROJECT

POST-SECONDARY PREPARATION OF RECREATION PERSONNEL

PREPARED FOR DR. ERIC BROOM
ASSOCIATE DEPUTY MINISTER, LEISURE SERVICES BRANCH
DEPARTMENT OF PROVINCIAL SECRETARY, VICTORIA
NOVEMBER 1975

DEFINITION OF TERMS

RECREATION SYSTEM: refers to the providers of recreation services such as municipal departments, regional districts, private, voluntary organizations and the like.

ADMINISTRATIVE POSITION: refers to a job in which the incumbent is primarily responsible to persons outside of the recreation system in which he is employed. Responsibilities include the supervision of staff, finances and overall responsibility for the department.

SUPERVISORY POSITION: refers to a job level in which the incumbent is primarily responsible to the chief executive of the department of organization. The prime responsibilities of the job include the supervision and/or recreation services for a geographical area or for specific program areas or facilities.

DIRECT LEADERSHIP POSITION: refers to a job level in which the incumbent is responsible primarily for the provision of direct face-to-face leadership. Ordinarily such a person would work directly with community groups, or with individuals in the community, or with persons in a particular institution.

ENTRY LEVEL COMPETENCIES: refer to the knowledge, abilities and skills an individual needs to adequately perform either administrative, supervisory or direct leadership at a base or beginning level.

Please place the number which best indicates your response in the space provided adjacent to the appropriate statements.

_____ 1. Our recreation system employs the following number of full-time recreation personnel whose primary responsibility is directly related to the delivery of recreation services. (Exclude clerical and other "staff" personnel.)

1) 1-3
2) 4-6
3) 7-9
4) 10-12
5) 13-15
6) 16-18
7) 19-21
8) 22-24
9) 25-27
Other, more than 27. Please specify _____.

_____ 2. Our recreation system employs the following number of recreation diploma graduates of the four (4) training programs in British Columbia.

1) None
2) 1
3) 2
4) 3
5) 4
6) 5
7) 6
8) 7
9) 8
Other, more than 8. Please specify _____.

_____ 3. Our recreation system employs the following number of graduates of the Bachelor of Recreation program at the University of British Columbia.

1) None
2) 1
3) 2
4) 3
5) 4
6) 5
7) 6
8) 7
9) 8
Other, More than 8. Please specify _____.

_____ 4. Our recreation agency employs the following number of individuals who completed a 2 year diploma program in recreation outside British Columbia.

1) None
2) 1
3) 2
4) 3
5) 4
6) 5
7) 6
8) 7
9) 8
Other, more than 8. Please specify _____.

_____ 5. Our recreation agency employs the following number of individuals who completed a bachelors degree in recreation or majored in recreation outside British Columbia.

1) None
2) 1
3) 2
4) 3
5) 4
6) 5
7) 6
8) 7
9) 8
Other, more than 8. Please specify _____.

PROFESSIONAL PREPARATION AND TRAINING NEEDS	A	S	DL
Foundations			
Introduction to types of leisure delivery systems	6___	7___	8___
Political systems in recreation and parks	9___	10___	11___
Philosophy of recreation and leisure	12___	13___	14___
Social, cultural, and historical perspectives of recreation and leisure	15___	16___	17___
Sociology of leisure	18___	19___	20___
Trends and problems in recreation and parks	21___	22___	23___
Other: Please specify _____	___	___	___
Management/Administration			
Fiscal planning (budget preparation, implementation, accountability, inventory procedures)	24___	25___	26___
Man-made area and facility management (pool, arena, sports complex, community centre, design and maintenance of facilities)	27___	28___	29___
Natural resource management	30___	31___	32___
Urban park and open space management	33___	34___	35___
Office management processes and procedures	36___	37___	38___
Principle and practices of area and facility planning	39___	40___	41___
Principles and practices of urban and regional planning	42___	43___	44___
Preparation of a master plan	46___	47___	48___
Other: Please specify _____	___	___	___

	A	S	DL
Personnel Management			
Conducting a staff meeting	49___	50___	51___
Human relations --- methods and techniques	52___	53___	54___
Methods appropriate to maintaining staff harmony	55___	56___	57___
Personnel appraisal and evaluative techniques	58___	59___	60___
Preparation of job descriptions and specifications	61___	62___	63___
Projection of personnel requirements for future departmental needs	64___	65___	66___
Recruitment and selection of personnel	67___	68___	69___
Other: Please specify _____	___	___	___
Leadership and Programme Activity			
Community diagnosis for organization	70___	71___	72___
Group dynamics	73___	74___	75___
Leadership techniques	76___	77___	78___
Programme planning for man-made facilities	79___	80___	81___
Programme planning for natural resource areas	82___	83___	84___
Programme evaluation techniques	85___	86___	87___
Problem-solving processes	88___	89___	90___
Public relations techniques and methods	91___	92___	93___
Other: Please specify _____	___	___	___

	A	S	DL
Technical Tools			
Operation of office equipment	94___	95___	96___
Operation of audio-visual equipment	97___	98___	99___
Report writing	100___	101___	102___
Research methods	103___	104___	105___
Statistics	106___	107___	108___
Use and application of computers	109___	110___	111___
Others: Please specify _____	___	___	___
Communication Arts			
Composing news articles	112___	113___	114___
Preparation of interpretive material for the public	115___	116___	117___
Public speaking	118___	119___	120___
Use of media	121___	122___	123___
Other: Please specify _____	___	___	___
Special Programme Skill Activity			
Art	124___	125___	126___
Crafts	127___	128___	129___
Dance	130___	131___	132___
Drama	133___	134___	135___
Music	136___	137___	138___
Outdoor activity utilizing natural resources	139___	140___	141___
Outdoor living skills	142___	143___	144___
Indoor physical activity	145___	146___	147___
Social recreation skills	148___	149___	150___
Other: Please specify _____	___	___	___

	A	S	DL
Support Courses			
Biological Science	151___	152___	153___
Education	154___	155___	156___
English	157___	158___	159___
Forestry	160___	161___	162___
Geography	163___	164___	165___
Psychology	166___	167___	168___
Sociology	169___	170___	171___
Environmental studies	172___	173___	174___
Other: Please specify _____	___	___	___

175. Based upon your experience employing graduates of 2 year recreation curricula in British Columbia, and the 4 year curriculum at University of British Columbia, please rank (i.e. 1 (highest), 2, 3) the three strongest areas of competency upon graduation of each.

Similarily please rank three areas of competency that need strengthening.

AREAS OF COMPETENCY	RATING			
	STRONG AREAS		NEED STRENGTHENING	
	2 YR.	4 YR.	2 YR.	4 YR.
1. Foundations	_____	_____	_____	_____
2. Management/Administration	_____	_____	_____	_____
3. Personnel Management	_____	_____	_____	_____
4. Leadership and Program Activity	_____	_____	_____	_____
5. Technical Tools	_____	_____	_____	_____
6. Communication Arts	_____	_____	_____	_____
7. Special Programme Skill Activity	_____	_____	_____	_____
8. Support Courses	_____	_____	_____	_____

_____ 176. Identify the vechicles or sponsorship by which you think professional development should realistically and practically occur in this province.

1. Additional opportunities for formal education (i.e. college or university)
2. Inservice training (i.e. employer)
3. Auxiliary (i.e. professional organizations and associations)
4. 1 and 2 above
5. 1 and 3 above
6. 2 and 3 above
7. 1, 2, and 3 above

Other: Please specify _____.

NAME OF RECREATION SYSTEM _____

MAILING ADDRESS _____

_____

EXECUTIVE/ADMINISTRATOR _____

PERSON COMPLETING QUESTIONNAIRE _____

POSITION _____

177. Do you desire information re: the findings of this study?

CHECK ONE: YES _____

NO _____

THANK YOU VERY MUCH.

APPENDIX E

INSTRUCTIONAL SUPPLEMENT

PROFESSIONAL PREPARATION AND TRAINING NEEDS

By using the following rating scale, please rate the following competency areas in relationship to entry-level for (1) administrative (A), (2) supervisory (S), and (3) direct leadership (DL) positions in your recreation system. Please consider the definition of terms on page one (1) as your basis for interpretation.

SCALE: Select the most appropriate response for each competency area and place the number of the selected response in the spaces adjacent to the area.

6 Most beneficial contribution to our recreation system. Essential.

5 Very beneficial contribution to our recreation system.

4 Contributes some knowledge and tools relative to our recreation system.

3 Little contribution to our recreation system.

2 No carry-over value to our recreation system.

1 Should not be considered for any aspect of professional preparation.

EXAMPLE:

Foundations	A	S	DL
Trends and problems in recreation and parks	6	5	5

Interpretation: Trends and problems in recreation and parks is considered most beneficial (essential) for anyone becoming "administrative" personnel. The same competency is perceived as very beneficial for personnel entering "supervisory" or "direct leadership" levels.

APPENDIX F

LIST OF REGIONAL MEETINGS CONDUCTED

REGIONAL MEETINGS

Region	Consultant	Committee Member	Location/Date
Vancouver Island	Peter Grant 1086 Fort St. Victoria, B.C. V8V 3K4	Brian Pendleton Vancouver Community College 100 West 49th Avenue Vancouver, B.C. V5Y 2Z6	Nanaimo October 22
Fraser Valley	Derek McCooey #3, Provincial Building Abbotsford, B.C.	Dr. Lorne Olson School of P.E./Rec. U.B.C. Vancouver, B.C.	Matsqui October 29 Vancouver November 20
Greater Vancouver	Clyde Griffith #610, 2525 Willow St. Vancouver, B.C.	Dr. Lorne Olson School of P.E./Rec. U.B.C. Vancouver, B.C.	Abbotsford November 29
North West	Wayne Smith Box 200 Burns Lake, B.C. V0J 1E4	Norm Olenick Vancouver Community College 100 West 49th Avenue Vancouver, B.C. V5Y 2Z6	Terrace November 8
Kootenays	Gordie Cameron 310 Ward Street Nelson, B.C. V1L 5S4	Brian White Capilano College 2055 Purcell Way North Vancouver, B.C. V7J 3H5	Nelson November 13 Cranbrook November 14
North East	Gary McLenaghan #419, 280 Victoria St. Prince George, B.C. V2L 2J4	Norm Olenick Vancouver Community College 100 West 49th Avenue Vancouver, B.C. V5Y 2Z6	Prince George November 29
Central	Roger Lamoureux #360, 546 St. Paul Kamloops, B.C. V2C 2J9	Dr. Don Arnold School of P.E./Rec. U.B.C. Vancouver, B.C.	Salmon Arm December 1
Okanagan - Similkameen	Jon MacKinnon Court House Kelowna, B.C.	Dr. Don Arnold School of P.E./Rec. U.B.C. Vancouver, B.C.	Kelowna December 2

APPENDIX G

LIST AND SUMMARY OF BRIEFS AND SUBMISSIONS RECEIVED

APPENDIX G

LIST AND SUMMARY OF BRIEFS AND SUBMISSIONS RECEIVED

1. D. Brent King, Regional Recreation Coordinator, Regional District of Bulkley-Nechako, Box 820, Burns Lake, B.C., V0J 1E0.
   November 12, 1975

2. William D. Webster, Director, Parks and Recreation, The Corporation of Delta, Delta, B.C., V4K 3E2.
   December 1, 1975

3. John C. Simpson, Recreation Director, Rossland Parks and Recreation Commission, Box 495, Rossland, B.C., V0G 1Y0.
   December 9, 1975

4. Les R. Spooner, 5097 Linden Drive, Delta, B.C.
   December 10, 1975

5. Leonore Freiman, Panel on Handicapped, Social Planning and Review Council of British Columbia, 2120 West 12th Avenue, Vancouver, B.C., V6K 2N6.
   December 22, 1975

6. Pat Metge, Regional Recreation Commission No. 1, 720 - 7th Avenue South, Castlegar, B.C., V1N 2X3.
   December 22, 1975

7. Bill Knibbs, Coordinator, Leisure & Recreation Studies Programme, Cariboo College, Kamloops, B.C.
   December 24, 1975

8. Barb Kirkpatrick, Parks & Recreation Director, The Corporation of the City of Revelstoke, P.O. Box 170, Revelstoke, B.C. V0E 2S0.
   December 29, 1975

9. Ray Parfitt, Planner, Regional District of Kitimat-Stikine, 9 - 4644 Lazelle Avenue, Terrace, B.C., V8G 1S6
   December 30, 1975

10. Ken Winslade, President, Professional Recreation Society of British Columbia, 1606 West Broadway, Vancouver, B.C.
    December 30, 1975

11. E.R. Sutherland, Chairperson, Provincial Recreation/Park Education Advisory Committee, c/o Malaspina College, 375 Kennedy Street, Nanaimo, B.C., V9R 2J3.
    December 31, 1975

12. Mark R. Angelo, Fish-Wildlife Recreation Programme, British Columbia Institute of Technology, 3700 Willingdon Avenue, Burnaby, B.C., V5G 3H2.
January 6, 1976

13. Mrs. Monta Harris, Acting Recreation Director, Mount Waddington Regional District, Box 45, Port McNeill, B.C.
January 6, 1976

14. Bruce L. Howe, Ph.D., Chairman, Physical Education Division, Faculty of Education, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2.
January 8, 1976

15. Antony E. Holland, Theatre Arts Programme, Vancouver Community College, Langara, 100 West 49th Avenue, Vancouver, B.C., V5Y 2Z6
January 9, 1976

SUMMARY OF BRIEFS

1-15

I. PROBLEMS AND DEFICIENCIES IN PRESENT COURSE OFFERINGS

These areas urgently need strengthening:

Budgeting	3, 4, 10, 15
Business organization	3, 4, 8, 10, 15
Administrative training	2, 7, 10, 15
Public relations/communication	3, 4, 6, 7, 8, 15
Political systems	2, 8, 10
Park maintenance/design	2, 10
Personnel/labour relations	3, 6, 10
Statistics & measurement	10
Planning for Recreation	8
Programme planning	7
Facility operation	3, 6
Computer training	3
Handicapped & special populations	5

II. RECOMMENDATIONS FOR NEW PROGRAMMES AND RE-STRUCTURING OF EXISTING PROGRAMMES

Provide a practicum/internship/field programme up to a year's duration ... 1, 2, 6, 8, 10

University and colleges should provide initial general training base with entry into a number of specialties ... 2, 4, 10, 11

A Master's programme with available scholarship funds should be established for Recreation and Leisure Studies ... 2

There should be transferability between foundation courses offered at post-secondary institutions ... 11

Create a greater distinction between college and university programmes ... 10

Expand the CR 12 programme and introduce student to many of the concepts of CR 12 in the tenth grade. Make this a prerequisite for entry into specific college and university programmes ... 4

Identify a group of skilled instructors and provide a mechanism to rotate them around existing institutions ... 1

Increase the emphasis on practical field performance in programmes and programme evaluations ... 1

Increase standards of student evaluation ... 1

Provide better counselling to students on existing programmes and their content ... 1

Introduce programmes for training related to special populations at college, university undergraduate and graduate levels ... 5

Provide trainees with access to Performing and Fine Arts Programmes ... 15

Provide retraining courses for practitioners at convenient times ... 10

Consider developing joint research and educational programmes involving practitioners and teaching staff ... 3

Please note in detail the total submission from the Provincial Recreation/Park Education Advisory Committee

III. COURSES WHICH PROVED TO BE USEFUL IN PRACTICE

Play Themes, Recreation Philosophy 7
Social Recreation 7
Programme Planning and Administration .. 3, 7
Budgeting 7
Field Work 7
Games, Contests and Relays 7
Psychology and Sociology 3, 7
Facility Planning 3
Human Relations 3, 9

IV. OTHER COMMENTS

More administrative positions involve all leisure services pertaining to administration, facilities, parks, planning, surveys and programmes ... 4

The profession must develop standards relating to ethics, admission requirements, nomenclature, qualifications and research ... 6

Cannot foresee any considerable change in the employment situation (50% reduction in permanent employment opportunities in resource based recreation) and should assume responsibility to limit the numbers graduating from our programmes until the job market dictates a change ... 12

Lack of training opportunities for non-professional, hard workers employed in the field. Need educational opportunities for people who cannot attend a formal university or college, through (a) seminars, or (b) correspondence courses, etc.
... 13

Education process courses in Recreation and Health Care should be formulated with the objective of fostering sound mental and physical health
... 9

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 25 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES